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ABSTRACT

This is the first statewide five-year plan for the California Community Colleges. The newly adopted statement of philosophy and goals emphasizes the community college's role as a community-based institution of lifelong learning. In addition to presenting this new statement, the report details the planning process to be used in updating this plan, reviews the enrollment projections obtained from various agencies, presents a series of proposed state-level policies, and describes the district program and facility plans approved by the Board of Governors for the first year of the plan and tentatively proposed for the last four years. An examination of the master plans for the various community college districts shows that 440 new academic and vocational programs are scheduled for implementation during 1976-77. The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. The appendices contain the information and documentation utilized in the development of the master plan. Included are enrollment and job opportunity/employment summary projections, extended social forecasts, and discussions of future contingencies likely to have some effect on the community college. Analyses of existing programs and district profile summaries complete the appendices. (JDS)

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CALIFORNIA COMMUNITY COLLEGES

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COMMUNITY COLLEGE FIVE-YEAR PLAN 1976-1981

PLAN
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BOARD OF GOVERNORS

CALIFORNIA COMMUNITY COLLEGES

SACRAMENTO

JANUARY 1976

PLAN
AND
APPENDIX

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COMMUNITY COLLEGE

FIVE-YEAR PLAN

1976-1981

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COMMUNITY COLLEGE
FIVE-YEAR PLAN
1976-1981

PLAN

PREFACE

This first Community College Five-Year Plan results from a planning project designed to coordinate and make more effective planning processes of the Board of Governors. This is accomplished through a five-year plan that is useful for making state-level policy and which articulates Community College needs, plans, efforts, and results. The plan should also assist Community College districts in coping with expected change.

The Plan, to be revised and updated annually, heralds a new direction in Board of Governors' activities. In meeting present and future challenges that face California Community Colleges, the Board must provide leadership and direction while, at the same time, enhancing local control and the ability of colleges to respond to the changing needs of their diverse student populations. College planning must shift from the 1960's emphasis of housing spectacular growth to an emphasis of increasing access through more effective and new delivery systems.

Highlighting this year's plan is Board adoption of a new Statement of Philosophy and Goals. This statement, identifies the basic mission and goals of the California Community Colleges and articulates the Board's role in providing state leadership and direction to the network of Community Colleges. The statement provides a point of departure for all further planning efforts.

In addition, this year's plan presents a series of Board recommendations designed to bring about more effective policymaking within existing state-level planning processes. Many of these changes in process require legislation and Administrative Code changes and, therefore, would be implemented beginning 1977. Summaries of district and college plans approved for the first year of the five year plan, plus plans tentatively proposed for the remaining four years of the plan, are also included.

Planning efforts during 1976 will begin with the development of specific objectives for each of the goals identified by the Board. An evaluation of the degree to which these goals and objectives have been or are being achieved will follow. At the same time, several alternative assumptions about future societal conditions will be developed. Using this evaluation and the assumptions regarding future trends, the Board will derive a plan of action for implementing solutions to problems where goals and objectives are not being achieved.

Detailed background discussion of proposals and a listing of staff who worked on this plan are contained in the Plan Appendix. Staff work has been a joint effort of the Analytical Studies Unit and an interdivisional task force of the Chancellor's Office. Guidance and direction have been provided by the Chancellor's Advisory Committee on Planning. In addition, the plan has undergone review within the normal advisory process of technical committees, presidents and superintendents, and the Chancellor's Advisory Committee on Policy.

It is with great pleasure that we transmit this first Community College Five-Year Plan and proceed to implement the policies contained herein.

January 1976

Elizabeth Manning Deedy
Chairman
Board of Governors

Sidney W. Brossman
Chancellor

Chuck McIntyre
Director of Analytical Studies

JANUARY 1976

CALIFORNIA COMMUNITY COLLEGE FIVE-YEAR PLAN

INTRODUCTION

Basis

The Education Code charges the Board of Governors of the California Community Colleges with general responsibility for "leadership and direction in the continuing development of Community Colleges ... maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of Community Colleges." This state-level responsibility for leadership and direction may be discharged in part by systematic and effective planning, using a coordinated decision process and broad participation by those involved.

Additional Education Code provisions require that the Board:

> "...shall review and approve academic master plans and master plans for facilities for each Community College district."

Another basis for Board planning efforts is the Education Code requirement that the Board:

> "...prescribe minimum standards for the formation and operation of public community colleges and exercise general supervision over public community colleges."

Purpose

This Community College Five-Year plan is designed to identify, summarize, and articulate the plans and needs of Community College education in California. The Plan is to be used for state-level policymaking and to assist Community College districts in coping with expected change.

Format

This plan proposes state-level policies. It also describes district program and facility plans approved by the Board for the first year of the plan and tentatively proposed by districts for the last four years.

Plan format reflects a typical college planning process. Those involved evaluate the degree to which prior goals and objectives have been achieved and assess present and future needs and preferences. Goals and objectives are then revised. Delivery systems are designed and selected to implement desired conditions. After implementation, evaluation of results initiates the next planning round.

General Themes

Community College planning should shift from the 1960's emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Planning also should be comprehensive where academic, facility, fiscal, and access decisions are made simultaneously.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Community College programs need to be directed to multiple adult roles under more flexible scheduling, offering more options in the time required by students to achieve objectives.

PROCESS

State Role

State-level planning should provide adequately for input from districts and colleges, along with state and federal agencies. Board of Governors planning activities should use and coordinate existing planning processes of all interested agencies. This plan should provide the principal Community College input to the Postsecondary Education Commission's Five-Year Plan. In turn, the Commission's five-year plan for California postsecondary education will receive careful review by the Board and its staff.

State-level planning requires accurate information and data and thoughtful assumptions about the future. The Board of Governors and the Chancellor's Office should provide the focus for the gathering of data from districts and for its dissemination to other local, state, and federal agencies.

State/Local Relationship

State planning efforts should proceed without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. To this end, this plan simply calls for restructuring of existing planning materials submitted by districts. Proposed changes in state-level planning procedures should make it easier for local planning efforts to anticipate state-level requirements. Local planning efforts may become more effective if the state provides information and training services in planning techniques to district and college personnel.

Timing

The normal timing of Plan development is to be as follows:

January-April	Chancellor's Office Task Force with help of Technical Advisory Committee develops plan.

	April-May	Preliminary version of plan is presented to Board of Governors for approval.
	June	Preliminary Plan submitted to other state-level agencies and Legislature and distributed to interest groups and districts and colleges.
	August-September	Response to Preliminary Plan made by other state-level agencies, interest groups, districts and colleges.
	October-November	Revision of Preliminary Plan as appropriate based upon response and results of negotiations with other state-level agencies.
	December	Revised plan presented to Board for approval. Approved Final Plan is distributed to same agencies.
	January	Next planning round begins with revisions to assumptions in Final Plan from prior round.

Plan Submission

Submission of educational, facility, occupational, and Extended Opportunity Programs and Services plans by districts to the Chancellor's Office for review should occur in February of each year to allow for more complete and coordinated local formulation. These plans should cover similar timeframes. The three-year EOPS plan format should be revised to conform to the five-year period of other plans.

Student personnel services should be incorporated into the planning efforts of districts and the Chancellor's Office.

Study should be made of the feasibility of consolidating the various existing plans into a unified (but multipart) five-year plan for each district.

Program Review

Program review at the state level should be expanded to include, for the first time, a general assessment (for major subject areas) of long-term program needs and plans. This review should be coordinated with facilities planning.

The existing detailed review of programs scheduled to begin the following academic year will continue. This review will be coordinated with the administration of state apportionments and the requirements of the Post-secondary Education Commission.

Facility Plans	Five-year facility plans and planning guides for new projects to be funded during the first year of the plan should be approved by the Board of Governors each spring, allowing districts to proceed with preliminary plans for approved projects to be submitted to the Department of Finance in October, rather than April for project planning guides and November for preliminary plans as is done currently.
New Sites	Board of Governors review and approval of district plans for new colleges, campuses, and certain off-campus centers should take place as part of the normal planning cycle each May and December. Plans should be assessed in terms of the general effectiveness of a district's proposed delivery system to provide for identified community educational needs and preferences. Review of proposed Community College campuses and off-campus centers by the Postsecondary Education Commission shall follow Board of Governors review and approval. Postsecondary Commission review should be confined to an aggregate examination which emphasizes intersegmental concerns along with the usual considerations of program need and delivery system effectiveness. Commission review should cover only those sites (a) to be occupied three or more years, (b) projected for more than 500 ADA students, and (c) funded from state rather than other revenue sources.
Regional Planning	Recent legislation provides for the establishment of Regional Adult and Vocational Education Councils. These councils will begin operation during the current year. Councils should operate and be evaluated before new regional planning structures are proposed. That future regional planning should emphasize flexible, voluntary structures that are (a) interdistrict, (b) intersegmental, or (c) otherwise defined (such as by labor market area). Regional efforts should be directed toward particular planning needs, rather than rigid organizational units that review all planning problems for specific geographical areas.
Support for Outreach Facilities	The Community College Construction Act should be supplemented to provide, for the first time, state matching funds for lease, rent, renovation, alteration, or other costs attendant to the temporary use of facilities. This would expand the scope of existing state capital outlay support to cover facilities, often of a non-permanent nature, housing college outreach programs. Presently, the Construction Act covers land acquisition, new permanent facilities and major renovations or alterations nearly always on campus.

State Share of Facility Cost

State funds should support 50 percent of eligible capital outlay project costs on a statewide basis (as currently stipulated in law).

In cases where state appropriations are inadequate to fund 50 percent of eligible project costs, the Board of Governors and local districts should have the option of proceeding, using a larger local and smaller state share of costs.

GOALS AND OBJECTIVES

Definition

Community College goals are more specific than statements of philosophy or mission, but still general and timeless. Goals should be enduring, transcending current societal problems and political environment, and should be unconstrained--not limited by real or imagined constraints whether economic, social, cultural, or political. Objectives relate to the goals but are more specific, refer to a time period which may be very short term, and may or may not be quantified.

Philosophy and Goals

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES
STATEMENT OF PHILOSOPHY AND GOALS

PHILOSOPHY

The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self-awareness. In addition, Community College districts may introduce and provide for avocational, civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students, and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others.

Based on this philosophy, Community College districts offer a wide variety of quality educational services in local colleges, off-campus centers and outreach programs. Each college is an accredited degree and certificate-granting institution, providing a comprehensive set of services, including (a) general or liberal education, (b) guidance in selecting careers and the education appro-

priate for these careers or other lifelong objectives, (c) supportive services for the development and well-being of students, and (d) a wide variety of intellectual and cultural programs for individuals in the community.

The Board of Governors of the California Community Colleges provides statewide leadership and direction for local districts and colleges to assure their continued development as an integral element in the structure of postsecondary education in California. This leadership is accomplished by articulating the plans and needs of districts to regional, state, and federal agencies and through planning, coordination and administration of statewide policy, while maintaining and continuing to the maximum degree permissible local autonomy and control in the administration of the Community Colleges.

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages achievement of the following statewide goals for California Community Colleges.

- Equal opportunity for access to quality Community College education for all eligible individuals in California irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.
- Preservation of academic freedom to maintain the integrity of instruction by thorough exploration of all ideas related to the topic under discussion.
- Fostering of staff excellence.
- Effective use of human and physical resources.
- Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.
- Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.
- Effective and equitable distribution of state funds among districts.

- Responsible evaluation through accreditation, self-appraisal, and other appropriate and locally determined measures of accountability.

- Policies that will encourage innovative and creative developments, based on anticipation of the future, in the provision of college services and use of community resources.

- Effective cooperation and planning among all educational institutions and other organizations to secure accessible education for all in an efficient manner.

- Timely consultation with all concerned segments of California Community Colleges so that the plans and the needs of the colleges are accurately identified and articulated to state and federal-level agencies and so that state policies are effectively communicated to local districts and colleges.

Objectives

The Board of Governors will evaluate the degree to which each of these goals has been or is being achieved. This evaluation will require that a series of specific objectives be developed for each of the goals.

Using this evaluation and assumptions regarding future trends, the Board of Governors will adopt a plan of action for developing and implementing solutions to problems where goals and objectives are not being achieved. The plan of action may modify objectives developed for evaluation to apply to future needs and efforts.

The evaluation and plan of action are to be developed during the 1976 planning round.

ASSESSMENT OF NEEDS AND PREFERENCES

Planning Philosophy

The needs of society and preferences of individuals for education are both important in a society devoted to a freedom of choice educational philosophy. Under this philosophy there is an attempt to supply the appropriate amount and kind of education predicated upon existing and anticipated student demand. In this context, appropriate information should be provided to individuals considering college attendance so that their choices are as informed as possible.

Individual Preferences

Present and future preferences of Californians for Community College education should be reflected in projected enrollment demand for districts, colleges, and programs. District projections are currently made by the Department of Finance. Projections of college and program enrollments should be developed by districts in cooperation with the Chancellor's Office.

Enrollment Projection Method

Recent adoption by the Department of Finance of an age-participation enrollment projection model will substantially improve the accuracy of such projections. Further improvements are needed, however, in specifying assumptions about the future character of individual preferences for Community College education in California. Different enrollment and contact-hour projections result from different assumptions about such individual preferences.

State agencies involved in Community College planning activities should review these several sets of projections, and evaluate differing assumptions, before adopting projections for planning purposes. Projections used by each agency should be consistent whether for program, facility, or finance planning.

Current Projections

The table below lists projections of Average Daily Attendance (ADA) made by the Department of Finance and the Chancellor's Office. The projections are based on varying assumptions about future participation rates and student loads.

Projections of Community College ADA
1975-81

	Department of Finance				Chancellor's Office			
	Capital Outlay		Budget Estimate		Bond Proposal		5-Year Plan	
	(Made in Summer 1975)		(Made in Fall 1975)		(Made in Spring 1975)		(Made in Winter 1975)	
Year	ADA	% Increase	ADA	% Increase	ADA	% Increase	ADA	% Increase
1974-75	695,374	-	695,374	-	695,374	-	695,374	-
1975-76	756,600	8.8	803,000	15.5	737,800	6.1	765,300	10.1
1976-77	764,900	1.1	839,700	4.6	776,700	5.3	805,900	5.3
1977-78	773,300	1.1			806,600	3.8	837,000	3.8
1978-79	780,900	0.9			834,400	3.4	865,600	3.4
1979-80	785,800	0.6			860,200	3.1	892,400	3.1
1980-81	788,700	0.4			881,700	2.5	914,600	2.5

Department of Finance projections developed for capital outlay purposes appear low. Low projections minimize the apparent capital outlay requirements for the Community Colleges. The projections developed by Finance for budget estimates appear to be much too high during the short term (1975-1977). With current concern over limited state resources, high budget projections are likely to produce unduly conservative fiscal decisions.

Both Chancellor's Office projections are lower in the short term and higher in the long term than Department of Finance budget projections. The slope of the two Chancellor's Office projections are identical, with the Fall 75 revision beginning at a higher level, based upon reported enrollments for the Fall 1975 term. Chancellor's Office projections show continued and steady growth through 1981.

The slope and position of all of these projections have changed from previous projections based upon high school graduates. Previous projections had indicated substantially less growth due to the decline in high school graduates.

Needs of Society

Educational needs of society may be assessed by examining the manpower needs of business and industry as expressed in the labor market and by considering possible future societal conditions.

Manpower Needs

The California Manpower Management Information System (CMMIS) is designed to provide constant data on socio-economic factors and on manpower supply and demand of particular industry occupations for the state and for Standard Metropolitan Statistical Areas.

The following summary is taken from an analysis of manpower needs in major occupations developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Employment in California is expected to average more than 9.8 million in 1980, compared to 8.8 million in 1975. More than 950,000 new jobs are projected over the five-year span. In addition, more than 1.6 million job opportunities will become available to replace workers who leave the State's labor force during this time. Thus, growth and replacement needs generate nearly 2.6 job opportunities from 1975 through 1980, exclusive of promotions or occupational changes.

Small changes are anticipated in the proportions of occupational groups over the five years. The proportion of employment accounted for by white collar occupations (professional, managerial, sales, and clerical) will increase slightly while that for blue collar (craftsmen, operatives, and laborers) will decline slightly. The proportion in service occupations is relatively unchanged while farmers and farm workers show a continuing long-term downtrend.

CALIFORNIA EMPLOYMENT LEVELS AND JOB OPPORTUNITIES
(1975-1980, in thousands)

	1975 jobs	job opportunities growth	replacement	1975-1980 total
Professional, Technical	(1,605)	(199)	(259)	(458)
Engineers	210	28	15	43
Life, physical scientist	26	4	2	6
Math specialists	5	1	1	1
Engineering technicians	116	23	10	33
Medical workers	213	33	49	82
Health technicians	39	10	10	20
General technicians	26	5	2	7
Computer specialists	44	7	4	11
Social Scientists	19	5	2	7
Teachers	387	7	76	83
Writers, Artists, etc.	135	20	21	41
Other	384	59	66	125
Managers, Officials	889	128	135	263
Clerical workers	1,710	212	485	697
Sales workers	740	93	153	247
Craftsmen	1,069	94	106	200
Operatives	1,099	94	147	241
Laborers, except farm	328	31	35	66
Service workers	1,153	120	271	391
Farmers and farm workers	257	-15	42	27
Total	8,850	956	1,665	2,590

(totals may not add due to rounding)

Future Societal Conditions

Future societal conditions, both external as well as internal to postsecondary education, are important to the design of Community College policies and programs. There is a need to consider the possible future even though much is unpredictable. As policymakers better understand the range of variation possible in future conditions, the better equipped they are to make required decisions. Several alternative assumptions about future conditions will be developed during 1976 to assist the Board of Governors in specifying plan objectives and possible contingencies.

STATE PLANS

First Year

First year state-level plans are contained in the recommended changes in planning processes, adoption of a new Statement of Philosophy and Goals by the Board of Governors, and in specific planning efforts outlined for 1976. Specific plans cover the following areas:

1) Programs

Changes in procedures are proposed calling for the submission of five-year educational, occupational, EOPS, and student personnel service plans in February of each year. In addition, an annual general assessment of long-term needs and plans (by major subject area) is proposed to relate to facility plan review.

2) Finance

The Board of Governors has adopted a position statement on finance for 1976-77. This statement recognizes current conditions in which college enrollments and fiscal requirements are increasing faster than state general fund revenues. In view of this, the Board recommends (a) improved provision for growth in total district revenues, (b) a new means to control the total state share of those revenues, (c) consistent with this control, a more effective and equitable formula (percentage equalizing) for distributing state aid among districts, (d) not providing state aid for instruction that is primarily for recreational purposes, (e) revised, but still optional, student fee structure, (f) revised terminology and program review procedures, and (g) more explicit district policies on repeated course enrollments. Changes in funding policies will be phased over three years.

Without some control technique, the state share would likely exceed 50 percent of college costs in 1976-77 and far exceed projected increases in general fund revenues. Board policy recognizes the basic Community College mission and current growth in programs and enrollment. Suggested parameters for state aid take into account growth in available state revenue and the desire to avoid inordinate increases in local taxes needed to sustain normal growth in college programs.

3) Facilities

Changes proposed in facilities planning are: a) delay of five-year plan submission to February of each year to allow for more complete local formulation, b) eliminating initial Department of Finance review of project planning guides, but increasing the time for Finance review of preliminary plan packages for budget development, c) Board of Governors adoption of capital outlay budget requests, d) supplementing the Community College Construction Act to provide state matching funds for lease, rent, renovation, or alteration of facilities to be used temporarily, and e) giving the Board of Governors and local districts the option of revising the state and local share of capital outlay project costs should state funds not be available to cover 50 percent of all eligible projects.

4) New Sites

It is proposed that the Board's review of new colleges, campuses, and certain off-campus centers take place as part of the normal planning cycle. Suggested revisions of the Postsecondary Education Commission's procedures for the review of new campuses and off-campus centers are also included in the plan.

Second Year and Beyond

Further plans for the second year (1977-78) and beyond will be contained in the substantive solutions and future objectives developed during the 1976 planning round.

LOCAL PLANS

First year

District plans approved by the Board of Governors for funding and implementation during 1976-77 include:

1) Programs

Districts' 5 year educational master plans indicate 440 new academic and vocational programs are scheduled for implementation during 1976-77. Not all of these programs will be submitted for review and approval to the Chancellor's Office. As districts continue to evaluate their program needs, specific priorities may be altered. Thus, some programs proposed for implementation during 1976-77 may be delayed for one or more years. Conversely, a district may identify need for a program that was not in its educational master plan. Such programs may be submitted for review and approval within the existing procedures.

The number of new programs planned in each major instructional discipline is indicated in the table below, along with the percentage increase in number of programs for each area.

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	NUMBER OF PROGRAMS 1975-76 Existing	1976-77 Proposed	Percentage Increase
Agriculture and Natural Resources	303	25	8.3
Architecture & Environmental Design	91	7	7.7
Regional Studies	13	3	23.1
Biological Sciences	176	5	2.9
Business & Management	896	32	3.6
Computer & Information Science	130	7	5.4
Education	338	19	5.6
Engineering and Related Fields	941	83	8.8
Fine & Applied Arts	516	27	5.2
Foreign Language	341	2	0.6
Health Services	451	87	19.3
Home Economics	237	28	11.8
Law	16	7	43.8
Letters	338	5	1.5
Library Science	55	5	9.1
Mathematics	103	1	1.0
Military Studies	1		
Physical Sciences	335	7	2.1
Psychology	97	2	2.1
Public Affairs & Services	314	38	12.1
Social Sciences	515	22	4.3
Commercial Services	99	5	5.1
Interdisciplinary Studies	159	3	1.9
Apprenticeship	320	11	3.4
Total	6922	440	6.4

The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. In terms of the number of new programs planned for implementation during 1976-77, engineering and health services are those with the largest expected growth.

2) Finance

The Board of Governor's Finance statement for 1976-77 proposes total state aid for Community College operations in the amount of $543 million, of which

$435 million would be distributed for general formula allocation (apportionments). This amount is about equal to that anticipated under a continuation of the five percent cap. Unlike the cap, however, the Board proposal would be distributed for full growth on the basis of percentage equalizing. The Board proposal also calls for an 8.3 percent increase in the median revenue limit per ADA statewide (to $1,361), compared to a 5.3 percent increase anticipated under existing statutes (to $1,252). The Board proposal is compared with continuation of the status quo (both with and without the cap) in the table below.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
Estimated 75/76 With Cap	$ 871,894,610	$374,860,450	.430	.6283	$1,189 + 59	$511 + 6
Estimated 76/77						
(A) Status Quo With Cap	982,242,823	434,734,758	.443	.6292	1,252 + 63	554 + 43
Without Cap	982,464,572	471,367,628	.480	.5874	1,252 + 63	601
(B) Board Proposal	1,012,512,511	432,535,722	.427	.6665	1,291 +101	551 + 40

The state share of the statewide revenue limit would be about 43 percent. The Board proposal would authorize an increase of about 4 cents in the statewide average general purpose tax rate.

The effect of the Board proposal on individual district tax rates depends upon the relative wealth of the district, the growth of district ADA, and the proportion of defined adults in the district. Generally, the Board proposal distributes a greater proportion of state aid toward those districts with:

(1) low wealth,
(2) rapid growth, and
(3) a large percentage of defined adults.

The Board proposal will be phased in over a three-year period to avoid disruptive effects on individual district tax rates.

3) Facilities

State funding for Community College capital outlay during 1976-77 is being requested in the amount of

$85.3 million. This amount would fund 175 projects, and be used for:

Land Acquisition	4.6%
Working Drawings	1.5%
Construction	17.0%
Working Drawings & Construction	73.8%
Equipment	3.1%

State funding for 1975-76 is $20.4 million (54 projects) of a requested $57.8 million (83 projects), resulting in an unmet need of $37.4 million dollars--much of which has been carried forward to the 1976-77 budget request. This year's appropriation is from the Capital Outlay Fund for Public Higher Education. In order to meet capital outlay needs better, this fund should be augmented by General Fund appropriations and by the Community College Bond issue.

4) New Sites

A new major center, now under construction, is planned to open during 1976-77 in San Francisco. This facility, a downtown educational center, will consolidate some of the outreach programs of the San Francisco District and will offer a wide variety of courses and programs. The center has been reviewed and approved by the Postsecondary Education Commission.

Second Year and Beyond

District plans tentatively proposed for funding and implementation during 1977-78 and beyond include:

1) Programs

The present distribution and future growth in Community College instructional programs is summarized using data from the Chancellor's Office inventory of academic programs and plans.

The largest number of programs currently are conducted in engineering and related fields, business and management, fine and applied arts, social science, and health services.

Total growth in new programs is expected to be 794 by 1980, an increase of 11.5% from the existing total of 6,922 programs. The greatest increase will be in the discipline of health services and engineering, accounting for 41.4% of all new programs.

The addition of business, fine and applied arts, and public affairs then accounts for two-thirds of the new programs. Law, health services, regional studies, public affairs, and engineering will experience the greatest growth in percentage terms when compared to the number of programs now recorded for each discipline.

By 1980 it is expected that the disciplines of business, engineering, health services, fine and applied arts, and social sciences will account for nearly 50% of all program offerings in Community Colleges.

2) Finance

The table below summarizes plans for Community College districts in the years 1977-78 through 1980-81. This assumes implementation of the Board of Governors finance proposal and a gradually decreasing rate of inflation over the next five years. It is also assumed that ADA growth will be decreasing from 3.8 percent in 1977-78 to 2.5 percent in 1980-81. Additional growth in ADA, or increases in rates of inflation, would require increased expenditures, both state and local.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

FISCAL YEAR STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
77/78	$1.136.055,781	$486,452,415	.423	.6849	$1,395 +104	$597 + 46
78/79	1,263,816,141	542,692,002	.429	.6975	1,501 +105	644 + 47
79/80	1,396,899,029	601,413,227	.431	.7125	1,607 +106	692 + 47
80/81	1,525,128,124	657,839,774	.431	.7192	1,711 +105	738 + 46

The State share of the statewide revenue limit is projected to remain at about 43 percent through 1980-81. Given the relatively modest growth in ADA projected for this period, the statewide revenue limit and the amount of state aid would increase by an average of about ten percent per year. Over the five years covered by this plan, this represents a fifty percent increase in state funding.

The impact of the Board finance program on local districts would continue to be phased in during the 1977-78 and the 1978-79 years. After 1978-79 the program would be fully implemented. Statewide, the increase in local general purpose tax rates is projected to be 3.5 cents over the four-year period, raising the average statewide tax rate to about .72 cents by 1980-81. The average revenue limit per ADA increase ranges from 8.1 percent to 6.3 percent per year over the four year period, providing greater inflationary increases than the existing SB 6 provisions.

3) Facilities

Data for this analysis and the district planning profiles are taken from Community College Ten-Year Plans submitted November, 1974.

The apparent trend in future assignable square feet (ASF) of facilities is toward more space per student being available as a function of time. Most of the increase in space per weekly student contact hour (WSCH) falls in laboratory and "other" classifications. Lecture (classroom) facilities are expected to remain relatively constant during the five year period, at about 31 ASF per 100 WSCH. Laboratory (class laboratory) space is expected to increase from the 1975-76 level of 72 ASF per 100 WSCH to a level of 80 ASF per 100 WSCH by 1979-80, an approximate 10 percent increase. This projected increase reflects a trend toward more instruction in labs and shops, particularly in vocational training.

Instructional space which falls into the "other" classification (library, audio-visual, auditorium and gymnasium space) is expected to increase from a level of 59 ASF per 100 WSCH in 1975-76 to a level of 66 ASF per 100 WSCH in 1979-80. This is due to the development of balanced campuses during the remainder of the 1970's.

There is a significant difference in space available at campuses and centers. Factors which contribute to this difference in available space include (a) fewer administrative, faculty, and support services offices, (b) fewer maintenance facilities, and (c) a lack of specialized laboratory facilities, theaters, gymnasiums, and other support facilities at centers.

Total capital outlay funding (state and local) for new facilities, and the renovation and remodeling of existing facilities is projected at above $150,000,000 per year through 1978-79, with the largest amounts estimated for 1976-77 and 1977-78. The state share of the capital outlay funding is expected to remain at about 40 percent.

4) New Sites

A number of new Community College campuses are expected to be added by 1980. Three new campuses opened during the current academic year in the Lake Tahoe, San Jose, and South County Districts. A new center will be added in the San Francisco District in 1976-77. In 1977-78, new campuses are being planned for the the West Valley, Grossmont and Saddleback Districts. During the same year, the Foothill and San Diego Districts will add new centers. The San Francisco District plans to add a new center during 1978-79.

COMMUNITY COLLEGE
FIVE-YEAR PLAN
1976-1981

APPENDIX

STAFF AND ADVISORY COMMITTEES

Staff work on this plan has been a joint effort of the Analytical Studies Unit and an interdivisional planning task force of the Chancellor's Office. Guidance and direction have been provided by the Chancellors Advisory Committee on Planning. Individual members of these groups are listed below.

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March 10, 1976

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INTRODUCTION

Basis

The Education Code charges the Board of Governors of the California Community Colleges with general responsibility for "leadership and direction in the continuing development of Community Colleges ... maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of Community Colleges." This state-level responsibility for leadership and direction may be discharged in part by systematic and effective planning, using a coordinated decision process and broad participation by those involved.

Additional Education Code provisions require that the Board:

> *"...shall review and approve academic master plans and master plans for facilities for each Community College district."*

Another basis for Board planning efforts is the Education Code requirement that the Board:

> *"...prescribe minimum standards for the formation and operation of public community colleges and exercise general supervision over public community colleges."*

Purpose

This Community College Five-Year Plan is designed to identify, summarize, and articulate the plans and needs of Community College education in California. The Plan is to be used for state-level policymaking and to assist Community College districts in coping with expected change.

This plan and the decision-making process that underlies it are intended to provide the Board of Governors with a tool to aid the 70 California Community College districts in coping with expected change. Change is inevitable. Colleges face a period of more frequent and complex change than ever before. Those involved in developing Community Colleges must choose between (a) continual reaction to situational crises and (b) planned action to anticipate and effectively manage problems that arise. The latter approach requires systematic planning and policymaking, implementation, evaluation, and continual revision.

A successful planning process should:

(1) reflect the nature and mission of Community Colleges by articulating goals and objectives that are explicit, consistent with the college role, and realistic;

(2) be a renewing activity that adjusts to changing requirements for educational services;

(3) involve a significant commitment of resources;

(4) produce insightful understanding of current problems as a basis for meeting those of the future;

(5) foster persistent and pervasive efforts at implementation; and

(6) provide for evaluation and accountability.

The principal value of planning is in the potential it provides for successfully coping with present and future situations. In the decade of the 1960's and early 1970's Community Colleges were occupied primarily with expanding facilities and resources to accommodate rapidly growing enrollments. Recently, they have had to cope with the more complex issues affecting the remainder of this decade and beyond: increasing student part-timeness, changing demands in curriculum and delivery systems, double-digit inflation, and limited public resource commitments to postsecondary education. These conditions require careful planning and evaluation, since education is a long-term investment requiring extensive preparation.

Planning is typically future-oriented, identifies goals and objectives, and selects the means to achieve same. Consequently, it should ease some of the problems of college management. With an adequate plan, new procedures or programs are not needed to solve problems arising from each new situation. In particular, a state-level plan with explicit policy directions should help local trustees, administrators, faculty, and students identify efforts that are consistent with state objectives as well as local need.

Planning should also ease the problems of securing scarce public funds for colleges. Thoughtful consideration of alternative allocations of resources to accomplish agreed-upon objectives should provide better arguments in the competition for public support when education is under increasing question, when there are new and increasing other demands for public funding, and when inflation exists in all sectors.

Planning also provides the basis for determining how well we are doing, i.e., evaluation of performance or results, and should answer demands for "accountability." The process focuses on objectives and purposes. As a result, educators are required to identify the present and future educational preferences of individuals in communities and to forecast the future educational needs of individuals. Thus, Community Colleges are virtually forced to plan due to the nature of their educational service: they provide educational opportunities, training and development of individuals, the results of which accrue over a lifetime. In this context, they need to look 5, 10, 20 years and longer down the road to anticipate as nearly as possible the educational training from which individuals and society can best profit.

In view of the commitment required, the process and plan must be useful if they are to be developed and continued. Several uses are suggested. The proposed plan would contain recommended policy directions and solutions to short-term and long-term problems of high priority. The Plan would provide a basis for the Board's legislative, capital outlay, and finance programs. It also may be used for administration of Chancellor's

Office apportionments, capital outlay, vocational education allocations, extended opportunity programs and services, credentialing, and academic program review and approval responsibilities.

The plan should also provide the basis for Board input to Postsecondary Education Commission planning and policy negotiations with other state and federal level agencies. Finally, and perhaps most important, the plan should assist Community College districts in their own planning and management efforts.

Format

This Plan proposes state-level policies. It also describes district program and facility plans approved by the Board for the first year of the plan and tentatively proposed by districts for the last four years.

Plan format reflects a typical college planning process. Those involved evaluate the degree to which prior goals and objectives have been achieved and assess present and future needs and preferences. Goals and objectives are then revised. Delivery systems are designed and selected to implement desired conditions. After implementation, evaluation of results initiates the next planning round.

The five year plan should be useful in articulating the needs of the entire network of Community Colleges. This plan both proposes a plan for Board of Governors action and reflects district plans in the areas of programs and facilities. Board action is suggested on statements reflecting specific Board policies on a number of procedural issues related to planning. In addition, a revised Board statement of philosophy and goals has been adopted, thus providing the basis for future development of specific objectives. The Board will evaluate the extent to which these goals and objectives have been or are being achieved during 1976.

Alternative sets of possible future conditions will also be presented to the Board during 1976. Together with the evaluation mentioned above, the futures assessment will provide the framework in which the Board develops its next five year plan. The current plan contains some preliminary discussion of possible future conditions. This section will be expanded in next year's version of the plan.

General Themes

Community College planning should shift from the 1960's emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Planning also should be comprehensive where academic, facility, fiscal, and access decisions are made simultaneously.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Community College programs need to be directed to multiple adult roles under more flexible scheduling, offering more options in the time required by students to achieve objectives.

Planning must shift from the 1960s' emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Concern exists and will increase about meeting the needs of individuals who have not traditionally attended postsecondary education. Their needs must be met in ways other than only the traditional college campus, rigid two-year student programs, and standard classroom lecture approach. As growth slows, there should be more concern with shifting demographics and specific character of subpopulations within a college's service area.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Other means include various media, neighborhood satellites, storefront operations, mobile units, and other kinds of limited purpose centers along with work experience, cooperative education, credit by examination or for extra-collegiate experience, and use of community library resources or any other useful and available off-campus facility. The Community College in effect becomes a community educational contractor, using its own campus plus any other community resource appropriate to meet its objectives.

Community College education needs to be directed to multiple adult roles, not only career education, but also to other adult roles. Some enrollees are already trained and simply want to become better citizens, voters, and consumers. It is expected that future lifestyle changes will result in time spent by the average individual on vocational pursuits decreasing by one-third by the year 2000. There will be an increasing need for training in avocations and use of recreational and leisure time. General education is needed for the earlier assumption of adult roles by youngsters due to lowering the age-of-majority and earlier assumption of legal responsibilities and independence from parents.

College programs need more options in the time required by students to complete objectives. Community College students have long since ceased to be the full-time, recent high school graduate, attending during the day. Seven of 10 in California attend part-time, working either part or full-time. At least one-third of all students are over thirty years of age. Many have limited objectives (some as little as one course), some are uncertain of their needs, and there are numerous "stop outs" who later return. It appears that only a minority of students undertake programs that resemble those contained in official college catalogs.

Planning must be comprehensive. Academic, facilities, occupational, fiscal, and access planning must be conducted simultaneously for effective allocation and distribution of college resources. Traditionally, academic planning dealt with outcomes, fiscal and facilities planning with resources and inputs, and access had to do with the distribution of opportunities. Seldom were the several efforts conducted together, and very often effective decisions were made more by intuition than by design. In addition, state, regional, and local planning needs to be integrated. Local planning should be responsive to community needs and preferences but at the same time be consistent with overall state objectives. The latter, in turn, should not detract from valid local objectives.

Planning requires both physical and mental commitment. Physically commiting staff resources is difficult in any operation due to the priority necessarily placed upon dealing with immediate day-to-day administrative problems. The mental commitment involves extending individuals' planning horizons. Most staff are used to thinking, as they must, about existing problems, rather than trying to anticipate and being concerned about future problems and conditions.

PROCESS

State Role

State-level planning should provide adequately for input from districts and colleges, along with state and federal agencies. Board of Governors planning activities should use and coordinate existing planning processes of all interested agencies. This Plan should provide the principal Community College input to the Postsecondary Education Commission's Five-Year Plan. In turn, the Commission's five-year plan for California postsecondary education will receive careful review by the Board and its staff.

State-level planning requires accurate information and data and thoughtful assumptions about the future. The Board of Governors and the Chancellor's Office should provide the focus for the gathering of data from districts and for its dissemination to other local, state, and federal agencies.

Planning by the Board of Governors needs to tie existing efforts in academic, student, and facilities planning together with occupational planning and apportionments and budgeting. In addition, the planning process should provide useful input to administration of program review and approval responsibilities of the office and not be just another chore of dubious value. It needs to be useful as well in working with other state and federal-level agencies and local districts and colleges. It is vital that the process reflect the existing differentiation of function between state and local agencies for planning and managing California Community Colleges. This differentiation is based upon '...maintaining and continuing, to the maximum degree possible, local autonomy and control in the administration of Community Colleges.'

State-level planning efforts should provide adequately for input from districts and colleges, along with state and federal agencies. Likewise, while specific district and college planning efforts should begin locally, identifying community needs and preferences, there should be procedures for appropriate state-level review and assistance in this process. The process and resulting plan need to be useful for both state-level and local college management activities to warrant the allocation of staff and other resources required for their conduct.

Board of Governors planning also must be coordinated with activities of federal and other state-level agencies, such as the California Postsecondary Education Commission, Department of Finance, and Department of Education, along with activities of the Legislature.

The Postsecondary Education Commission has completed its first five-year plan for postsecondary education in California. This process has focused primarily upon the Commission's values, goals, and own program objectives. While procedures for program and facility review are described, the document will not incorporate plans for each of the public segments until next year.

By law, the Commission is required to

> '...prepare a five-year plan for postsecondary education which shall integrate the planning efforts of the public segments and other pertinent plans.'

Also, the Commission is to require

> '...the governing boards of the segments of public postsecondary education to develop and submit to the Commission institutional and system-wide long-range plans in a form determined by the Commission after consultation with the segments.'

This specific form has not yet been determined. It is expected, however, that the Community College Five-Year Plan, supplementing and summarizing Board and Chancellor's Office planning efforts, will provide the initial input to future Postsecondary Commission planning activities.

The collection and dissemination of data in an accurate and timely manner are essential for good planning in a network of institutions as large as the California Community Colleges. The flow of information from the districts to state and federal agencies and from these agencies to districts and campuses should be coordinated as well as possible to prevent duplication. Since the Chancellor's Office is the center for most data collection for the Community Colleges, this office should act as the focus for data collection from colleges and districts. It also should disseminate data to colleges, districts, and other local, state, or federal agencies.

For this policy to function effectively, agencies with data requests to individual districts and colleges should first submit these requests to the Chancellor's Office. Should the information be available within the Chancellor's Office, the data would be given to the agency directly by the Chancellor's Office. Should the data be of a special nature and not readily available at the Chancellor's Office, the office would provide assistance to the agencies in formulating the data request so that districts and colleges may respond easily.

As the Information Systems project within the Chancellor's Office proceeds, much information will be available at the state level. The Chancellor's Office information system will be a primary source of Community College data for the Postsecondary Education Commission's information system. The Board of Governors and the Chancellor's Office are committed to providing colleges and districts with current and relevant information for use in local planning. Also, as statewide summary information becomes available, reports will be published and distributed to interested agencies and institutions.

State/ Local Relation- Ship

State planning efforts should proceed without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. To this end, this plan simply calls for restructuring of existing planning materials submitted by districts. Proposed changes in state-level planning procedures should make it easier for local planning efforts to anticipate state-level requirements. Local planning efforts may become more effective if the state provides information and training services in planning techniques to district and college personnel.

State-level staff and policymakers should monitor continually the impact of plans and decisions upon the division of management prerogatives between the state and local districts and colleges. Each major state-level policy decision should be examined for its impact upon those prerogatives. It is possible that a number of seemingly neutral state-level policy decisions could, over time, significantly shift prerogatives centrally, contrary to the legal mandate for "...maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of the Community Colleges." Likewise, certain policies have significant, and possibly undesirable, impact upon incentives facing local personnel as they develop programs or select particular delivery systems. Unintended shifts in local incentives need to be identified.

Consistent with this notion, state-level planning should develop without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. The changes in planning procedures proposed in the body of the plan call for a restructuring of existing plan documents submitted by districts, rather than new planning materials. The changes proposed for state-level planning efforts should make it easy for districts to anticipate state-level planning requirements. In addition, state efforts should make local efforts more effective by providing services of information and training in planning techniques to district and college personnel.

All Community College districts are engaged in planning, if for no other reason than the fact that decision continually are made which affect future operations. Beyond this, however, many districts have undertaken systematic efforts to develop planning processes and comprehensive plans.

It was noted above that the state-level planning processes should develop without mandating changes in district and college planning and management styles. Also, it was noted that planning may be carried on by several different organizational units in a district. Contributing to this situation is the way in which program and facility plans are submitted for state-level review. At present, the State Construction Plan includes sections in which the district educational plans are summarized, particularly as they apply to capital construction. In addition, districts separately submit a brief educational plan to the Chancellor's Office. Since these two processes are separate, it is difficult to

coordinate educational planning and capital construction planning. Further, the capital construction planning period is not the same as the period covered by the educational plan.

A number of districts are developing procedures to overcome the problems of separate process and to develop integrated and useful planning processes at the district and college level. Efforts of some of these districts are described below.

San Mateo's master planning emphasizes educational management by focusing on community needs. Efforts are testing: (1) a comprehensive District management system; (2) strengthening and expanding the management resources available in the community in business, industry and civic agencies; and (3) validating and refining an improved management design for community college districts. The system includes features of management by objectives, research and development activities to focus on objectives, and intensive interaction with top-level managers throughout the local community. San Mateo has completed a nine-month study designed to implement a planning process to assure the district of continuous evaluation of its activities. This evaluation focuses on the critical relationships between programs, individual and community needs, and available resources. The study was directed by a district master planning committee (DMPC) which outlined the program and represented staff, student and community interests. District master planning staff supported the activities of the DMPC and published 14 technical reports in June of 1975. This series of reports deals with the following subjects: mission statements, community needs assessment, perceptions of the district held by special groups, occupational needs assessment, district student enrollment projections, student profiles, certificated staff profile, administrative functions and patterns, demographic data base, comparison of programs, learning resources, facilities review, student services, and community services. Their planning process stresses coordination between college, district, regional and state planning agencies.

Ventura has focused its master planning effort around a "2000 A.D. Master Plan." This effort is to: (1) accurately project educational needs of the population served by Ventura District at the present time, in the near future, and for the year 2000 A.D.; (2) interface projected needs with programs and facilities which will meet these needs, and which can be supplied subject to the limitations of resources available to the district; (3) develop a master plan and a planning process which will assist the District and the local board in decision-making concerning the need and ability to finance future options such as the addition of a third college; (4) develop a prototype plan and planning process which will serve as the model for all types of plans required internally and externally; and (5) provide specific aspects of master planning, including instructional activities, staffing, organization, facilities and financing.

Mt. San Jacinto uses a "management by objectives" system as the basis for its planning process. This system is based upon specification of instructional or course objectives and service objectives, although the system is not used for mid-management or instructor evaluation. In

addition to use of measureable and unmeasureable objectives, the system identifies constraints upon achievement of objectives and employs an educational audit to evaluate and improve management efforts. Annual reports present the auditor's findings, measureable and unmeasureable objectives for typical courses, and general evaluation of the system's achievements.

Coast Community College District has recently pilot tested a new model for educational management. This model attempts to combine elements of scientific management with the human dimension by employing a concept of participative management. Staff, students, trustees and community individuals all have participated to one degree or another on committees, task forces, and/or as program directors. Activities included needs assessment and development of a district mission statement and specific objectives for college programs. The model has been tested over three years. The last four steps of the process are devoted to preparing, approving, evaluating, and revising a multi-year operational plan for the district.

De Anza College is developing a master planning process which is change oriented and includes feedback to precipitate the actions necessary to adapt to shifts in community demand. The intent is to keep the planning and evaluation process optimally current by making it continuing and self-adjusting. A college master plan is revised extensively each year. Once the objectives of the plan have been established, and the changes associated with them have been identified, one individual is fixed with the responsibility to provide leadership for introducing the change. Implicit in this concept is that if a recommendation for change is important enough to be included in the plan, the change is important enough to be assigned a specific person responsible for its implementation.

San Diego is developing an educational master plan which includes a definitive statement of priority needs, broad program objectives, long-range projections of programs, an assessment of facilities and staffing needs, the identification of performance indicators or evaluative criteria for measuring progress toward goals, and clarification of relationships with other community groups delivering educational services.

The District is now establishing an Academy for Community College Improvement (ACCI) which will become one of the primary agents for translating the educational goals and objectives identified in the master plan into reality. ACCI will function as the vehicle by which the District may better coordinate the delivery of a wide variety of educational services to the community.

Los Angeles is proceeding to develop a comprehensive district master plan which will include all functions in one process. The educational plan and the capital construction plan will be consolidated into one timeframe and be placed in appropriate sequence. First, district goals and objectives will be developed based on an assessment of the future. Then, these long range goals and objectives will be related to the colleges to form the basis for their master plan. Capital construction needs will be based upon the educational program plan for each college.

The process is to be repeated annually so as to update and extend the five-year plan another year into the future. The process is objective oriented, concentrating on various operating functions. Planned change from present practices is an integral part of the action planned in meeting objectives. Planning is related to resource allocation and is, therefore, a key function in the budgetary process. The District Master Plan will contain assessment of the future environment, statement of district goals and objectives, description of the district's plans to implement these goals and objectives; and summary of college Master Plans including capital construction.

Peralta's Educational Services Master Planning Project engaged Peralta faculty and staff in a major effort in 1974-75 to assess the services of the district in relation to present and foreseeable needs of the community. Study groups prepared reports in five areas of major concern: trends in population, enrollment and revenue; current district capabilities in the delivery of educational services; alternative educational strategies to improve the accessibility or effectiveness of service; subgroups within the community whose special needs are inadequately addressed; and projections of manpower needs for the Bay Area. During 1975-76, through a fund designated by the board of trustees for program and staff development, twenty-nine projects have been approved in areas of identified need, primarily providing alternative learning options to students. Some projects entail staff training or new services to students. By June 1976 the district will begin an annual planning cycle, based upon a reorganized management information system. College level planning will specify programmatic changes within a framework of district-wide goals and priorities.

Fremont-Newark has initiated its master planning effort with a review of the goals district's and objectives. A new statement of philosophy and goals has been developed with the direct participation of over 1,000 individuals in the community served by the college.

Timing *The normal timing of Plan development is to be as follows:*

January-April	*Chancellor's Office Task Force with help of Technical Advisory Committee develops plan.*
April-May	*Preliminary version of plan is presented to Board of Governors for approval.*
June	*Preliminary Plan submitted to other state-level agenices and Legislature and distributed to interest groups and districts and colleges.*
August-September	*Response to Preliminary Plan made by other state-level agencies, interest groups, districts and colleges.*
October-November	*Revision of Preliminary Plan as appropriate based upon response and results of negotiations with other state-level agencies.*

December *Revised plan presented to Board for approval. Approved Final Plan is distributed to same agencies.*

January *Next planning round begins with revisions to assumptions in Final Plan from prior round.*

Focus of the proposed state-level planning process for Community Colleges is development of a comprehensive five-year plan by a Chancellor's Office Task Force and Technical Advisory Committee each spring. The groups analyze all relevant information, including approved district plans, program and budget proposals, forecasts of needs, and stated goals and objectives. Short-term and long-term problems are identified and highlighted and solutions and policy directions recommended. This plan is then presented to the Board of Governors by May for approval as a preliminary document.

During the late summer and early fall, other state-level agencies, interest groups, and local districts would have the opportunity to comment upon the preliminary plan. At the same time the plan would form a basis for negotiations with the California Postsecondary Education Commission, Department of Finance, and other agencies on specific proposals. Responses to the Preliminary Plan and results of negotiations are then used for possible revision of the document submitted to the Board for approval and use as a final document at the end of the year.

To insure broad participation, the Chancellor's Office Planning Task Force is made up of staff from each of the office operating areas. This group is assisted by a Technical Advisory Committee, made up of persons from districts, colleges, and state-level agencies to provide suggestions, technical advice, comments, and specific assistance in plan development.

The Chancellor's Office reviews progress and gives final approval to preliminary and final proposals. Usual review and advice is provided by Presidents/Superintendents and Chancellor's Advisory Committee during preliminary plan development. In addition, trustees, staff, and students in districts and colleges and the general public, along with others at the state level, would have opportunity during June through October to review and comment individually upon the Preliminary Plan.

Plan Submission

Submission of educational, facility, occupational, and Extended Opportunity Programs and Services plans by districts to the Chancellor's Office for review should occur in February of each year to allow for more complete and coordinated local formulation. These plans should cover similar timeframes. The three-year EOPS plan format should be revised to conform to the five-year period of other plans.

Student personnel services should be incorporated into the planning efforts of districts and the Chancellor's Office.

Study should be made of the feasibility of consolidating the various existing plans into a unified (but multipart) five-year plan for each district.

It is proposed that the submission of district academic, occupational, EOPS, and facility plans be shifted to February of each year. This delay in their submission of academic and facility plans will allow districts to evaluate long-range enrollment projections produced each fall by the Department of Finance. The late submission date will also assist the Chancellor's Office in distributing its workload over peak periods.

It is also proposed that closer attention be given to the integration of academic, occupational, facility, and finance planning. At present, program and resource planning and review are carried on by several different divisions within the Chancellor's Office. (The same may be true of many college districts.) These efforts are not always in logical sequence and tend to be ad hoc. For example, funding of facilities is approved to house programs which, if new, typically do not undergo program review until several years later. Five-year occupational plans are submitted to the office for review in April, at the end of the period during which facilities plans have been reviewed and approved for submission to the Department of Finance. Three-year EOPS plans are submitted currently in January. In order to provide better integration of planning efforts it is proposed that EOPS plans be extended to cover a five-year period, as do other district planning documents.

Five-year academic and facility plans are submitted by districts for Chancellor's Office review each November. However, the academic plan begins with programs to be implemented the next academic year beginning some 8 months later. The facility plan, by contrast, begins with project funding for the fiscal year that begins some 20 months later. Besides better integration of the timing of these two efforts, it appears that submission of plans could be delayed to provide for more efficient processing of better information. This would require legislation and some revision of review responsibilities on the part of the state Department of Finance and Postsecondary Education Commission.

Little state-level planning has been done in the area of student personnel services. Efforts should proceed to incorporate this area into the five-year planning process. The possibilities of funding for student personnel services, either through categorical aid programs or through enrollment (rather than contact hour) measurements for general state support, argue for systematic planning for such services within the context of a five-year plan.

The Chancellor's Office, through its Task Force on Planning, will study the feasibility of consolidating the various existing and proposed planning documents which districts submit into a single five-year plan for each district. Although the single plan would contain a number of sections (programs, facilities, etc.), efforts could be made locally to integrate these several planning areas into a unified and comprehensive plan for the district.

Staff in various operating functions must recognize the interdependence of their analyses and decisions. The need to tie program planning and approval with the planning and approval of facilities to house these programs is commonly cited. Many more subtle but nonetheless important interrelationships exist. For example, the coming annexation of numerous isolated areas to college districts may have significant implications for student personnel services, particularly emerging counseling technologies and trends in the design and application of EOPS. Likewise, the relationship between program approvals and operating expenditures needs further specification, since the latter constitute more than three-fourths of total public investment in colleges.

Program Review

Program review at the state level should be expanded to include, for the first time, a general assessment (for major subject areas) of long-term program needs and plans. This review should be coordinated with facilities planning.

The existing detailed review of programs scheduled to begin the following academic year will continue. This review will be coordinated with the administration of state apportionments and the requirements of the Postsecondary Education Commission.

The proposed revision of the program review process would require that the Chancellor's Office make a general assessment of districts long-range program plans. This review would be tied to facilities planning procedures, and would provide necessary linkage between program and facilities planning. The review would be by major instructional discipline area, and by some specific program areas that are separately identified in existing facilities space standards.

This proposed procedure would give the facilities planning unit, for the first time, an assessment of long-range program needs of individual districts and colleges. This assessment would not constitute program approval, but would provide authority to proceed with facility projects designed for specific discipline areas.

Districts currently project new programs for a five-year period in their educational master plans. These plans are updated annually in November. While these plans indicate proposed new programs and specify implementation dates, they are not used for detailed program review. Detailed review usually occurs in the year before program implementation, as specific program proposals are submitted to the Chancellor's Office.

Although this procedure provides necessary flexibility to districts in assessing their program needs year to year, facility planning decisions require a long-range assessment of program plans. It is clear that such an assessment cannot be as detailed as the current program review process. The assessment should relate to the facilities planning process and should be at a level that reflects existing space standard categories.

Proposed procedures for long-range program assessment would require districts to submit five-year educational master plans each February (along with five-year facility master plans). Although these plans identify planned programs by specific subject areas (i.e. Archeology), the Chancellor's Office assessment of such plans would be by major discipline area (i.e. Social Sciences). In addition, only those areas for which specific facility projects are proposed will be reviewed for approval.

The proposed procedure would provide the necessary linkage between program and facility planning with a minimum of additional review at the State level. The procedure does assume that any facility project designed to house a new program would have the projected program area reviewed in this general assessment format. Some estimate of enrollment within major discipline areas will be needed for this review.

Facility Plans

Five-year facility plans and planning guides for new projects to be funded during the first year of the plan should be approved by the Board of Governors by spring, allowing districts to proceed with preliminary plans for approved projects to be submitted to the Department of Finance in October, rather than April for project planning guides and November for preliminary plans as is done currently.

Major modifications are being proposed in facility planning procedures. Proposed changes include:

1) delay in district submission of five-year facility plans and project planning guides to February of each year,

2) removal of the Department of Finance from the initial review of project planning guides, and giving Finance an additional month to review preliminary plan packages, and

3) establish a formal Board of Governors role in the adoption of capital outlay budget requests.

The delay in the submission of district five year plans will allow for better district assessment of Department of Finance enrollment projections and review of the facilities inventory produced by the Chancellor's Office. Additionally, the delay will ease peak workload periods in the facilities planning unit (see figure 1A).

The current facility review process, as shown in figure 1B, includes a great deal of time in which districts, the Chancellor's Office, and the Department of Finance are required to review simultaneously five year plans and related project planning guides and develop capital outlay budgets based upon preliminary plan packages. The current 20 month funding cycle produces several fundamental problems.

1) At the district level, personnel are expected during the summer months to be developing their five year facility plans to be submitted in November, while at the same time preparing preliminary plan packages for submission in early October. The February submission date would ease this workload problem and would give districts

Figure 1A
Capital Outlay Budget Process
Proposed System

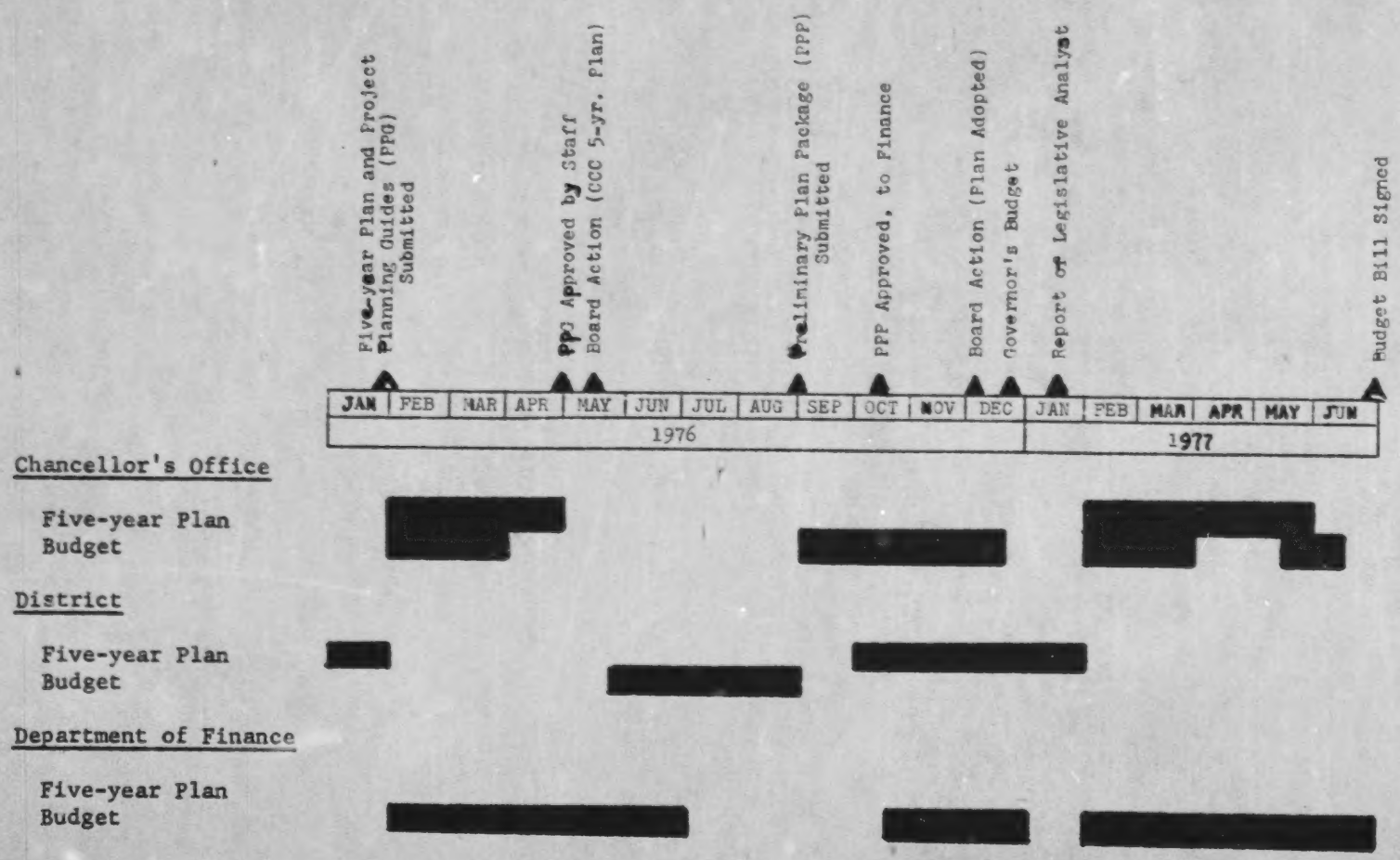
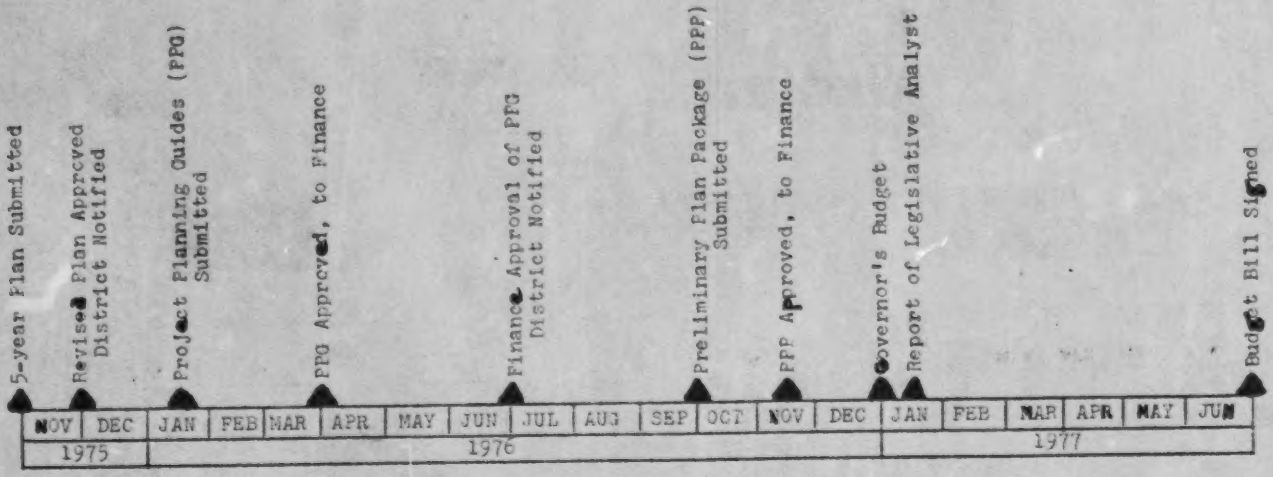

Five-year Plan and Project Planning Guides (PPG) Submitted
PPG Approved by Staff
Board Action (CCC 5-yr. Plan)
Preliminary Plan Package (PPP) Submitted
PPP Approved, to Finance
Board Action (Plan Adopted)
Governor's Budget
Report of Legislative Analyst
Budget Bill Signed
JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUN
1976
1977
Chancellor's Office
Five-year Plan Budget
District
Five-year Plan Budget
Department of Finance
Five-year Plan Budget

Figure 1B
Capital Outlay Budget Process
Current System



Chancellor's Office

Five-year Plan Budget

District

Five-year Plan Budget

Department of Finance

Five-year Plan Budget

three months to evaluate enrollment projections (made by the Department of Finance) which are included in the facility plan.

2) In the Chancellor's Office, initial review of the five year plans occurs in November and early December. At the same time, the facilities planning division conducts budget negotiations with the Department of Finance for the development of the Governor's Budget. Review of project planning guides takes place from mid January through the end of March. This is the same period of time in which legislative budget committee hearings are being conducted on the budget bill. The proposed revisions would ease this peak workload situation. In addition, the delay will make the annual facility inventory produced by the Chancellor's Office a more useful tool to local planners.

3) The Department of Finance review of project planning guides is scheduled to occur during the period of April through June. During this same time period, Finance is active in final budget hearings with the Legislature. As a result, Finance review of the projects tends to be concentrated in the mid June to mid July time period. By removing Finance from this early review of projects, and giving them more time to review preliminary plan packages for inclusion in the Governor's Budget, a more effective procedure should be developed for capital outlay review.

4) The Board of Governors currently does not have a specified role in the adoption of capital outlay budget, although the Board does set the space and utilization standards upon which facility plans are developed. An active Board role in the adoption of a yearly capital outlay budget would make explicit Board priorities for capital outlay funding.

The proposed facility planning procedures outlined in figure 1B would reduce timing problems inherent in the current system and provide the Board (within the framework of the annual Community College Five Year Plan) a role in determining capital outlay budget requests.

The proposed changes in facility planning procedures would require legislation to modify existing Community College Construction Act provisions.

New Sites

Board of Governors review and approval of district plans for new colleges, campuses, and certain off-campus centers should take place as part of the normal planning cycle each May and December. Plans should be assessed in terms of the general effectiveness of a district's proposed delivery system to provide for identified community educational needs and preferences.

Review of proposed Community College campuses and off-campus centers by the Postsecondary Education Commission shall follow Board of Governors review and approval. Postsecondary Commission review should be confined to an aggregate examination which emphasizes intersegmental concerns along with the usual considerations of program need and delivery system effectiveness.

Commission review should cover only those sites (a) to be occupied three or more years, (b) projected for more than 500 ADA students, and (c) funded from state rather than other revenue sources.

The Education Code is ambiguous regarding the Board's role in formation of new colleges. While the Board has prescribed the required minimum standards for forming a new college, there is no explicit provision for Board review, approval, comment, or other action in respect to a local board decision to form a new college. Authority for college formation clearly rests with the governing board of the district in which the college would be located. There is logic, however, in a Board role in review and comment on formation of new Community College campuses. The specific scope of this must be defined, but it should take place as part of the annual planning process (and not be ad hoc), and emphasize inter-district concerns. Board review could be implemented, it would appear, without legislation. This role should simply be consistent with the many related Board responsibilities, including among others, review and approval of district academic and facilities plans.

The Board's role in the formation of off-campus centers and other such sites is equally ambiguous. Logic again suggests that Board and Chancellor's Office review responsibilities with respect to such operations take place as part of normal planning and review procedures. In this process proposed programs and facilities in which they are to be housed are examined at the state level and the general effectiveness of a district's proposed delivery systems is evaluated.

Further work is needed to reconcile the detail and timing of Board and Chancellor's Office review with that of the Postsecondary Commission. The Commission plans to review proposals for Community College campuses and off-campus facilities in detail and quite some time prior to the beginning of operations. Commission review should cover less detail than Board or Chancellor's Office review which, in turn, covers considerably less detail than that conducted by local boards of trustees and staff.

Also, there needs to be clarification of the state-level review of college activities to be housed in non-state-funded facilities and which may or may not rely on state support for their operation.

Several factors suggest that the Board review and comment on the formation of new Community Colleges. First, such review seems consistent with the Board's role in providing statewide leadership and direction for Community Colleges. Further, the Board adopts regulations for program and facilities planning which, at least indirectly, provide the framework within which new colleges are planned. Finally, the Postsecondary Education Commission expects the Board of Governors to review proposed new Community Colleges and off-campus centers, and to make recommendations to the Commission concerning these new sites.

In July of 1975 the Board of Governors adopted Title 5 regulations establishing minimum standards for forming new Community Colleges.

These regulations, which direct local boards in planning the formation of a new college, could form the basis of Board of Governors' review. This review would stress interdistrict concerns and would provide Board advice to the Postsecondary Education Commission.

New college proposals would be highlighted for Board consideration each May, in the preliminary draft of the Board's five year plan, and in December, with Board adoption of the final plan.

After Board review of the new college formation, specific capital outlay projects for the college could be submitted for state funding within the next five year facilities plan. If temporary facilities are to be used, college operations could begin after Board and Commission review, as soon as program offerings were approved for the new college.

In the case of new off campus centers, the Board must indicate those centers for which review procedures will be required. The Postsecondary Education Commission has indicated that it plans to review those off campus centers which are planned for operation for three or more years, and which:

1) will offer courses in several certificate or degree programs, and/or

2) will have a headcount enrollment of more than 500, and

3) will require funding (state or local) for construction, acquisition, or lease.

The assumed state interest in the off campus centers described above would be that they are:

1) to some degree permanent operations,

2) of substantial size to warrant state review, and

3) are offered at locations which are operated at some cost to the district.

These considerations, if modified to identify projects where state funding is required, may be appropriate for defining state interest for capital outlay review. Indeed, the review of new off-campus centers could be limited to capital outlay concerns. It may be argued, however, that state review of off campus activities should be carried out through the five year plan, and should stress program, rather than facility concerns. Given this approach, all new off-campus centers proposed to begin operation within the period of the five-year plan would be indicated by districts each year as part of the plan. Permanence and size requirements would be developed for locations subject to state review. A third consideration, state funding for the off-campus facility, would determine which centers would be submitted to the Postsecondary Education Commission for review. Recent Title 5 guidelines have been developed for planning the formation of a new college. With some modifications, these regulations may be extended to the formation of certain off-campus centers.

Current Commission procedures for new off-campus center review are not a part of the five-year planning process and tend to promote a premature entry of the Commission into the review process. Current policy of the Commission is that its staff should be notified as soon as a needs study is authorized by a district board. The exact role of the Commission at this point in the planning cycle is unclear. It may be argued that any Commission review should follow review by the Chancellor's Office and the Board of Governors.

Following Board review, the proposed off campus locations would be forwarded to the Postsecondary Education Commission for review. While Board review of off campus locations would emphasize interdistrict concerns, Commission review should emphasize intersegmental concerns.

It is proposed that the Commission would review those off campus locations which:

1) are planned for operation for three or more years,

2) are expected to generate more than 500 ADA, and

3) have facility requirements to be funded with state funds in addition to local or other revenue sources.

Regional Planning

Recent Legislation provides for the establishment of Regional Adult and Vocational Education Councils. These councils will begin operation during the current year. Councils should operate and be evaluated before new regional planning structures are proposed.

That future regional planning should emphasize flexible, voluntary structures that are (a) interdistrict, (b) intersegmental, or (c) otherwise defined (such as by labor market area). Regional efforts should be directed toward particular planning needs, rather than rigid organizational units that review all planning problems for specific geographical areas.

AB 1821 (Montoya, 1975) established Regional Adult and Vocational Education Councils. These councils are charged with:

1) developing a delineation of functions agreement for adult and vocational services in each region.

2) developing articulation agreements for adult and vocational services agreed to by all institutions in the region.

3) reviewing program and course offerings for state apportionment purposes.

4) developing a plan for the short-term improvement of vocational and continuing education within the region.

The councils are to consist of members representing high school or unified school districts, community college districts, county office of education, units established under the Federal Comprehensive Employment

Training Act of 1973, and private postsecondary educational institutions. To assist in their planning efforts, the councils will appoint advisory committees reflecting a wide range of perspectives and interests. It is anticipated that the plans of the councils may be incorporated into the Community College Five-year Plan, and could form the basis for recommended actions contained within the state plan section.

The legislation creating these councils requires that the Legislative Analyst analyze the effectiveness of the councils after their first year of operation. In addition, the Chancellor's Office and the Department of Education are required to submit reports to the Legislature concerning the establishment and operation of the councils. This evaluation process should occur before new regional planning structures are mandated or additional responsibilities given to the new councils.

A draft report on regional planning by the Postsecondary Education Commission recommends that evaluation of regional planning efforts in California be conducted on a pilot basis for three regional councils (to be selected by competitive proposals). In addition, a fund would be created to assist special regional and intersegmental projects. The draft report mentions the establishment of the regional councils for adult and vocational education, but does not analyze their future role for regional planning in California or the effectiveness of earlier regional planning efforts such as Area Adult Continuing Education Coordinating Councils.

Such considerations need to be addressed to provide direction to even a pilot study. For example, would the pilot regional councils be prohibited from assessing needs for adult and vocational education (a task already allocated to the Regional Adult and Vocational Educational Councils)? Could these newly formed Councils apply for funding as one of the pilot councils? While a pilot effort in voluntary regional councils could provide a useful analysis of regional planning possibilities in California, and could compliment the evaluation of mandated regional councils, more specific direction needs to be given to the pilot effort before funding is sought.

As proposed, the Board statement on regional planning supports voluntary, flexible structures, in which the planning problem defines the composition and organization of the regional planning effort. For example, health services planning might best be instituted on a county level, while educational television consortia planning might be regional in nature. Certain planning problems might best be handled at the city level and others (such as articulation agreements) at the state level.

There are several arguments for voluntary, flexible structures devoted to specific planning problems, rather than rigid, geographically defined structures engaged in comprehensive planning for postsecondary education. Flexible structures promote local decision making in lieu of state mandation. Flexible structures eliminate the need for an additional layer of bureaucracy involved in comprehensive planning. Finally, support for flexible structures is based upon the growing and successful experience within California of regional planning through voluntary consortia.

Support for Outreach Facilities

The Community College Construction Act should be supplemented to provide, for the first time, state matching funds for lease, rent, renovation, alteration, or other costs attendant to the temporary use of facilities. This would expand the scope of existing state capital outlay support to cover facilities, often of a non-permanent nature, housing college outreach programs. Presently the Construction Act covers land acquisition, new permanent facilities and major renovations or alterations nearly always on campus.

Costs of delivering educational programs may be identified as capital outlay and operating expenses. Within the latter are capital-related costs of rent, lease, utilities, daily maintenance, and repair. Costs of renovations or alterations may be classified either way--often determined by magnitude and/or frequency.

State support is available under prescribed situations for land acquisition, new permanent facilities and major renovations or alterations. The Community College Construction Act of 1967 under which most of the state support is administered does not provide assistance to items of major maintenance nor to leased, rented or other non-permanent facilities.

During the past decade, most Community Colleges have been constructing facilities to keep up with enrollments. In the latter part of this period, a few colleges were required to replace facilities which did not conform to the "Field Act" (structural strength) and these projects were financed in part of a special permissive tax. Also during the latter part of the period, there was a change in enrollment patterns and course demands. The result was an increased use of off-campus facilities to serve a variety of student needs ranging from "on-the-job" training such as hospitals to general course work in remote locations.

As the need for space to accommodate numbers of students abated because of a leveling in the rate of increase in enrollment and the greater use of off-campus services, colleges began to examine existing campus facilities and found some need to make adjustments to conform to contemporary standards of use, utilization, and methods of program delivery.

The use of off-campus facilities was threatened by Field Act related legislation which precluded the use of non-conforming facilities beyond June 30, 1975. Legislation just prior to the deadline (SB 276 Behr) relieved this problem. However, the deadline itself served to instigate serious thinking about outreach programs and in many cases crystallized the determination to continue them.

Facility-related needs are shifting from new additional space to renovations, deferred maintenance problems, and temporary space. Community College districts can use guidance in space management to identify problems of use and obtain better utilization. This exercise will contribute to clarity of need for off-campus facilities. On-campus facilities are better suited to on-going programs and fundamental learning resources while off-campus locations serve shifting populations and their needs, thereby providing needed flexibility.

Districts need to be able to finance these activities. The present arrangement for state support of capital programs does not include temporary facilities or major maintenance. Policy and legislation should be adjusted to recognize the growing need for this support.

Policy may range from placing more of the burden of financing upon the local level to more upon the state. Legislation has been introduced to permit districts to levy a tax in lieu of obtaining successful bond elections, thus illustrating interest in the problem. It is desirable that the Board of Governor's policy be restated to reflect interest in supporting additional means of state support for off-campus non-owned facilities.

Specific implementation for this program may be derived in a number of ways. The Construction Act may be supplemented by new provisions (such as a separate Act to create a minor capital outlay fund), or modified to include funding for lease, rental, and minor remodeling. To secure state funding for such purposes, amendments to the Construction Act or other existing legislation will be required. Administrative procedures are also required to measure need and determine the level of state support. These procedures will be developed by the Facility Planning Unit in cooperation with the Chancellor's Advisory Committee on Facility Planning.

State Share of Facility Cost

State funds should support 50 percent of eligible capital outlay project costs on a statewide basis (as currently stipulated in law).

In cases where state appropriations are inadequate to fund 50 percent of eligible project costs, the Board of Governors and local districts should have the option of proceeding, using a larger local and smaller state share of costs.

In times of limited resources, care needs to be taken that local and state-level planners be allowed sufficient flexibility in distributing those resources so as to make the most effective use of limited funds. The Community College Construction Act specifies that state support for eligible capital outlay projects should be 50 percent of eligible project costs. State funding for the 1975-76 year fell considerably short of this requirement. $20.4 million was appropriated for Community College capital outlay this year, from a requested $57.8 million. As a result, only 54 out of 83 eligible projects were funded.

It may be argued that this year's appropriation would have been more effective if it had been distributed (with a greater local and lesser state share) to all of the 83 eligible projects. The proposed revision of current procedures would give the Board of Governors and the local boards this option. Each year the Board would assess the capital outlay requirements of the Community Colleges and the state appropriation authorized for capital outlay. Should the state appropriation not be sufficient to cover eligible project costs, the Board would have the option of reducing the average state share to projects. Local boards would then have the option of proceeding with the project (using a larger percentage from local funds), reducing the scope of the project, or delaying construction.

Changes in existing law would be required to implement this proposed change in procedure. This change is consistent with the proposed Board role in the adoption of a capital outlay budget request each year.

GOALS AND OBJECTIVES

Definition — *Community College goals are more specific that statements of philosophy or mission, but still general and timeless. Goals should be enduring transcending, current societal problems and political environment, and should be unconstrained -- not limited by real or imagined constraints whether economic, social, cultural, or political. Objectives relate to the goals but are more specific, refer to a time period which may be very short term, and may or may not be quantified.*

The literature on planning typically combines discussion of statements of philosophy and mission or purpose, though the purpose and mission of institutions may be differentiated from their basic philosophy. There is general agreement that goals are somewhat more specific than philosophy but still general and timeless. In this context, goals should be "enduring," i.e., transcend current societal problems and political environment, and be "unconstrained": not limited by real or imagined constraints whether economic, social, cultural, or political.

Most discussions suggest that goals be reviewed periodically for revision, and be subject to "concensus of constituents," though methods for obtaining the latter are varied and not always valid.

Objectives are said to be even more specific and can be specified in relation to a time period. While some feel objectives must be quantified, others point out, correctly, that certain objectives may be unmeasurable but nontheless are important.

The terms are used inter-changeably. The semantic differences, though subtle, may be observed from the following dictionary and Education Code definitions.

	Webster 7th Collegiate	Education Code
Philosophy	"...an analysis of the grounds of and concepts expressing fundamental beliefs...a theory underlying or regarding a sphere of activity or thought..."	"...a composite statement of the relationship between the individual and society based upon beliefs, concepts and attitudes from which the goals and objectives of the district are derived."
Goals	"...the end toward which effort is directed..."	"...a statement of broad direction of intent which is general and timeless and is not concerned with a particular achievement within a specified time period."

Objectives	"...something toward which effort is directed; an aim or end of action..."	"...a devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal."

State and national-level statements of goals and philosophy are derived in a variety of ways and presented in a variety of formats. Numerous special commissions and national associations have formulated goals for postsecondary education generally and Community Colleges specifically during recent years. Three examples are presented here.

The Carnegie Commission used the concept of priorities in its October 1973 final report. The Commission indicates that priorities imply action and suggests a clarification of purposes or overall ends of higher education to which priorities may be assigned. The report then discusses priorities for acting on specific means and ends within five major purposes:

> Advancing the intellectual and professional capacity of individual students within a constructive campus environment.
>
> Enhancing human capability in society at large through training, research and service
>
> Increasing social justice through greater equality of opportunity to obtain an advanced education.
>
> Advancing learning for its own sake through science, scholarship, and the creative arts; and for the sake of public interest and consumption.
>
> Evaluating society, for the benefit of its self-renewal, through individual scholarship and persuasion.

The report by the HEW Task Force-Newman Panel on National Policy and Higher Education (1973) developed an "Agenda for Reform" by describing seven major educational objectives and a several-part role for the federal government. Notably, philosophy and desired objectives had to be developed prior to determining recommendations. The agenda for reform included:

> More conscious and deliberate choices by young people as to whether to go to college, when to go, and what kind of institution or program to attend -- aided by the widespread availability of information about the nature of programs and institutions.
>
> Greater opportunity for individuals to return on a recurrent basis to a full range of educational programs.
>
> More focused and more responsive institutions, each of which has a clear purpose and mission -- all of which compete for students and resources on the basis of the effectiveness of their educational programs.

A deepening of the effort to translate into educational reality the social commitment that higher education in all its facets is to be available to and effective for all segments of the population -- specifically minorities, women, students beyond the traditional college age and students of limited income.

Increased recognition of and legitimacy for the role proprietary, industrial, cultural and community organizations can play in providing postsecondary education.

More resources for new educational enterprises and more flexible accrediting so that those with promise will have an opportunity to prove themselves -- and more emphasis on the flow of public resources on a competitive basis so that ineffective institutions, public or private, may face the eventuality of demise.

More serious effort to improve the effectiveness of every type of program from liberal arts to vocational training through the clarification of institutional objectives, the development of realistic means to assess achievement of objectives, and better ways to relate the resources used to the objectives attained.

A more open system of education and only such restrictions on the entry to careers based on educational credentials as are needed to ensure the protection of society.

From this the Panel recommended a conscious, three-part federal role: (a) guaranteeing openness and competition, (b) efforts to equalize opportunities, and (c) strategic interventions for educational effectiveness.

In a 1973 report the National Commission on the Financing of Postsecondary Education lists objectives in eight subject areas which serve to measure the effectiveness of current financing patterns. These objectives also form the starting point in developing a framework for analyzing alternative financing patterns.

The Commission adopted objectives dealing with these subjects and specific phrasing of the objectives only after extensive discussion and debate based on careful consideration of the viewpoints expressed by students, educators, public officials, and others, as well as similar statements of objectives presented in recent state and national studies by other organizations. These objectives were determined independently by the Commission, but, in its judgment, they provide a fundamental statement of what might be termed the "national interest" with regard to financing postsecondary education.

The eight subject areas are as follows:

Student Access - Each individual should be able to enroll in some form of postsecondary education appropriate to that person's needs, capability, and motivation.

Student Choice - Each individual should have a reasonable choice among those institutions of postsecondary education that have accepted him or her for admission.

Student Opportunity - Postsecondary education should make available academic assistance and counseling that will enable each individual, according to his or her needs, capability, and motivation, to achieve his or her educational objectives.

Educational Diversity - Postsecondary education should offer programs of formal instruction and other learning opportunities and engage in research and public service of sufficient diversity to be responsive to the changing needs of individuals and society.

Institutional Excellence - Postsecondary education should strive for excellence in all instruction and other learning opportunities, and in research and public service.

Institutional Independence - Institutions of postsecondary education should have sufficient freedom and flexibility to maintain institutional and professional integrity and to meet creatively and responsively their educational goals.

Institutional Accountability - Institutions of postsecondary education shoud use financial and other resources efficiently and effectively and employ procedures that enable those who provide the resources to determine whether those resources are being used to achieve desired outcomes.

Adequate Financial Support - Adequate financial resources should be provided for the accomplishment of these objectives. This is a responsibility that should be shared by public and private sources, including federal, state, and local government, students and their families, and other concerned organizations and individuals.

The 1972 Assembly of the American Association of Community and Junior Colleges examined basic goals and objectives of Community Colleges. First, potential students and their needs were identified, then college services planned in response to those needs, and finally an agenda for national action developed.

Among the many recommendations adopted by the Assembly was one that "...community and junior colleges take the leadership in serving as catalysts in the assessment of community educational needs." In addition, the Assembly recommended that

In developing their programs, community and junior colleges should:

...aim for the goal of equipping all their students for personal fulfillment, immediate gainful employment, or for transferability to a four-year college with the intent of reaching a defined career goal;
...provide working students with access to instruction at times and places convenient to them, and consider increased utilization of the external degree, life experiences, and similar concepts;

...include personal development and self-realization programs as an essential responsibility to students, using appropriate people in the community as resources. Faculty-staff-community-student relationships should be improved through these programs;
...give equal status to vocational, transfer, general education, student personnel, and community services;
...consider the development of occupational education programs linked to business, industry, labor, and government a high priority. Increased opportunity through work experience and/or cooperative education should be a major thrust;
...utilize new concepts of education through a learning center, personalizing, if not individualizing, the instructional process. Learning modules in varying forms (as to time and content) and other new techniques and technologies, will help to accommodate the broad range of needs among students to be served;
...above all things, and at all times, be flexible and responsive to change, in a continuing effort to provide more effective educational services. This requirement goes beyond mere reaction to changes in societal demands: we must also serve as initiators of change and new ideas in our communities. We must provide leadership to assist communities in determining their educational priorities as well as to respond to them.

The Select Committee on the Master Plan for Higher Education, in a November 1972 report to the California Coordinating Council for Higher Education made a general statement of goals for higher education, which they believed to be fundamental to the planning and implementation of programs for both individual institutions and for systems of higher education. These goals and principles for their implementation were discussed as follows:

California's goal in providing and maintaining public higher education is to encourage the development of well-educated citizenry as the best guarantee for a free and healthy society, one that is capable of intelligent adjustment to changing life conditions and that strives for improvement in the quality of life.

This broad goal includes a public commitment to develop human resources as the State's greatest asset, to encourage the intellectual and personal development of each citizen over his lifetime to the fullest extent of his ability and application. This goal requires preparing the individual for productive participation in society by the development of abilities, attitudes, and skills in the application of self and knowledge for the constructive operation and improvement of society.

More specific goals of public higher education are to provide to all the State's citizens the widest opportunity and diversity of higher education and an unexcelled quality of instruction, research, and public service by which graduates and other participants may develop and acquire abilities and experiences in independent thought, critical analysis, and decision making that are beneficial to the whole of society and to the individual.

Although there are many means by which these goals may be achieved, the Select Committee supports the following principles in the implementation of goals.

The Select Committee supports in principle universal access to higher education. Further, the Select Committee advocates broad opportunities for learning beyond high school through alternatives to the present formal institutions of higher learning. Equality of access and a diversity of higher education opportunities should be assured to citizens of all socio-economic levels by appropriate policies and programs that provide financial and other necessary assistance.

Public higher education should be responsive and responsible to the people of the State in providing, within the means of the State and the individual, access and free choice of fields of study, by which educational foundations for careers may be established, including technical and vocational fields and the traditional liberal arts, sciences, humanities, and the professions.

The differentiation of function by education systems should be enhanced by institutional efforts to achieve excellence within their assigned functions and by sufficient flexibility and diversity to accomplish the general goals of higher education. Maximum cooperation and coordination of the public segments in partnership with the non-public institutions should be achieved in order to improve the opportunities available, the quality of programs, and the cost effectiveness of public funds.

The California State Legislature recently adopted an eleven part list of "statewide goals for public postsecondary education during the next decade." (ACR 194, 1974). This list included eleven major statements with one referring to accountability further specified to designate the agents involved. These goals are as follows:

(a) Academic freedom and responsibility.

(b) Equal and universal accessibility to the system for persons of both sexes and all races, ancestries, incomes, ages and geographies in California.

(c) Lifelong learning opportunities for persons with capacity and motiviation to benefit.

(d) Diversity of institutions, services, and methods.

(e) Flexibility to adapt to the changing needs of students and society.

(f) Cooperation between institutions in assessing area educational needs and resources and meeting those needs.

(g) Involvement with local communities in providing educational services and utilizing community resources in the educational process.

(h) Increased understanding of the learning process--to be sought and applied throughout higher education.

(i) Discovery of qualitative and quantitative evaluation methods for learning, research, and teaching.

(j) Accountability throughout postsecondary education including:

(1) Accountability of institutions to the individual (for instruction and related services),
(2) Accountability of institutions to the public and its representatives,
(3) Accountability of the individual (faculty, student, staff) to the institutions, and
(4) Accountability of the public and its leaders to the institutions (for support and development).

(k) Discovery and communication of knowledge.

Goals for education proposed by the executive branch are usually described in the Governor's annual state of the state message to the legislature. Proposals are translated into fiscal terms within the Governor's Budget. As part of its responsibility for the development of the State Financial Plan, the Department of Finance strives to maintain an equitable balance of funds among all levels of education. This balance, along with the availability of funds, serves as criterion for any fiscal policy recommendations that the department may submit to the Governor.

The California Postsecondary Commission has taken a somewhat different and more elaborate tact. The Commission first identified a list of issues, raised during recent studies, that represent five areas of concern: access and retention, accreditation and credentialing, financing, organization and governance, and programs and services. These provided the Commission with a starting philosophical base for planning. Following this two sets of values were identified: representing the public interest, on the one hand, and the student interest on the other. Finally, a series of long-range, process-oriented goals were developed, several each for the five issue or concern areas. Commission staff has selected 13 of these process-oriented goals and listed them in a suggested priority order as two groups of problem areas, each with a proposed solution (plan of action).

The first group, in order of suggested priority:

Develop a series of comprehensive state-level systems of information collection, storage, retrieval and dissemination which will facilitate the making of informed decisions about postsecondary education.

Provide new organizational structures and services for adults where substantial need for such services exists and where present segmental organization cannot meet this need.

Develop a budgeting process which will permit the evaluation of segmental budget requests within the context of the statewide Five-Year Plan for Postsecondary Education.

Encourage the participation of independent institutions in the statewide planning process to insure the orderly development of postsecondary education in California.

Develop regional interinstitutional or intersegmental organizations where such structures will facilitate and enhance the effective coordination and delivery of educational services.

Work toward parity of ethnic minorities and women in the admission and retention of postsecondary education students.

Insure adequate funding to meet operating and capital needs of postsecondary education, and utilize the most efficient means of transmitting state financial support to a variety of educational programs.

The remaining six goals, described as lower priority problem areas, are as follows (not in any order): Education and career counseling, student financial aid, financing postsecondary education: independent institutions, collective bargaining, evaluation of program quality, and vocational education.

Goals and objectives of Community College districts and colleges are contained in the published catalogs, in various planning documents, and in the guidelines for accreditation. The following is a list of ten goals and objectives common to California Community Colleges, as described in their catalogs. These were derived from examination of 76 college catalogs.

To provide quality educational programs that are accessible to all students.

To provide transfer education for students who plan to enter into upper division programs at four-year colleges and universities.

To provide general education for students desiring a general format in their postsecondary studies. Also, to provide remedial education for students who need to develop basic skills.

To keep aware of industrial and business demands in order to provide courses that will satisfy needs of the community (occupational education).

To provide counseling and personnel services for all students.

To provide the community with information about the college.

To serve as a recreational, cultural and intellectual center for the community (Community Service).

To seek out innovative and creative developments in educational programs.

To extend the resources of the college to the community for programs such as adult education or education for the handicapped.

To provide opportunities for development of individual cultural, moral, civil, and spiritual values.

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES

STATEMENT OF PHILOSOPHY AND GOALS
Adopted January 29, 1976

PHILOSOPHY

The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self awareness. In addition, the Community College districts may introduce and provide for avocational, civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others.

Based on this philosophy, Community College districts offer a wide variety of quality educational services in local colleges, off-campus centers and outreach programs. Each college is an accredited degree and certificate granting institution, providing a comprehensive set of services including (a) general or liberal education, (b) guidance in selecting careers and the education appropriate for these careers or other lifelong objectives, (c) supportive services for the development and well-being of students, and (d) a wide variety of intellectual and cultural programs for individuals in the community.

The Board of Governors of the California Community Colleges provides statewide leadership and direction for local districts and colleges to assure their continued development as an integral element in the structure of postsecondary education in California. This leadership is accomplished by articulating the plans and needs of districts to regional, state, and federal agencies and through planning, coordination and administration of statewide policy, while maintaining and continuing to the maximum degree permissible local autonomy and control in the administration of the Community Colleges.

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages achievement of the following statewide goals for California Community Colleges.

- *Equal opportunity for access to quality Community College Education for all eligible individuals in California irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.*

- *Preservation of academic freedom to maintain the integrity of instruction by thorough exploration of all ideas related to the topic under discussion.*

- *Fostering of staff excellence.*

- *Effective utilization of human and physical resources.*

- *Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.*

- *Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.*

- *Effective and equitable distribution of state funds among districts.*

- *Responsible evaluation through accreditation, self-appraisal, and other appropriate and locally determined measures of accountability.*

- *Policies that will encourage innovative and creative developments, based on anticipation of the future, in the provision of college services and use of community resources.*

- *Effective cooperation and planning among all educational institutions and other organizations to secure accessible education for all in an efficient manner.*

- *Timely consultation with all concerned segments of California Community Colleges so that the plans and the needs of the colleges are accurately identified and articulated to state and federal-level agencies and so that state policies are effectively communicated to local districts and colleges.*

The Board of Governors' Statement of Philosophy and Goals is two-part. The first part contains a statement describing the overall philosophy and mission of Community Colleges. In addition, there is a general statement of the Board of Governors' role. The second part of the statement describes eleven statewide goals for Community Colleges whose achievement is encouraged by the Board.

Objectives

The Board of Governors will evaluate the degree to which each of these goals has been or is being achieved. This evaluation will require that a series of specific objectives be developed for each of the goals.

Using this evaluation and assumptions regarding future trends, the Board of Governors will adopt a plan of action for developing and implementing solutions to problems where goals and objectives are not being achieved. The plan of action may modify objectives developed for evaluation to apply to future needs and efforts.

The evaluation and plan of action are to be developed during the 1976 planning round.

The evaluation of goals and development of objectives will provide direction for the 1976 planning round and will be considered by the Board in the preliminary five-year plan discussed at the June 1976 meeting. These considerations will guide in the development of plans of action to be included in the 1977-82 five-year plan to be adopted by the Board in December 1976. The development of specific objectives for each Board goal will be a joint effort of the Analytical Studies Unit, district personnel, the Chancellor's Task Force on Planning, and the Chancellor's Advisory Committee on Planning.

ASSESSMENT OF NEEDS AND PREFERENCES

Planning Philosophy

The needs of society and preferences of individuals for education are both important in a society devoted to a freedom of choice educational philosophy. Under this philosophy there is an attempt to supply the appropriate amount and kind of education predicated upon existing and anticipated student demand. In this context, appropriate information should be provided to individuals considering college attendance so that their choices are as informed as possible.

Manpower projections are important considerations in academic planning and in helping students make informed choices about career objectives and college curriculum. Thus, manpower projections are useful to college personnel and students in determining what courses and programs should be offered. Given these constraining factors, restraints based upon manpower projections should not be placed upon programmatic decisions through the use of funding mechanisms.

Several reasons argue for this position. Variations in manpower needs vary greatly in different regions within the state, and different communities within each region and over time. Although projections provide a useful indication of future needs, the ability of projections to adequately anticipate all future needs is in question. To the extent that the projections do not anticipate new occupational categories or major shifts in society's demand for goods and services, faulty decisions may be made in determining appropriate levels of manpower supply.

Existing program review criteria, at both the state and local levels, use manpower projections as one basis for determining the need for new programs. Since state funding is authorized only for those programs which have state approval, there is an existing mechanism for the funding of programs based upon manpower projections. Finally, the educational philosophy in America is based upon freedom of choice of the individual student to determine career objectives and program needs. Restricting enrollments in specific programs based upon manpower projections rather than anticipated student demand would limit the principle of free student choice that has been a cornerstone of educational philosophy in this country.

Individual Preferences

Present and future preferences of Californians for Community College education should be reflected in projected enrollment demand for districts, colleges, and programs. District projections are currently made by the Department of Finance. Projections of college and program enrollments should be developed by districts in cooperation with the Chancellor's Office.

Projections of enrollment and student load are vital to Community College planning in that they reflect, given certain assumptions, anticipated demand on state and local resources for Community Colleges. Assumptions made about future policy changes, participation rates of different segments of society, and general economic conditions are of extreme importance in making projections. Such assumptions should be stated with projections, and should be analyzed as to their reasonableness by persons using the projections for planning purposes.

Projections originate from a number of sources: local colleges and districts, independent researchers, state agencies and others all attempt to anticipate future demand for Community College programs. Besides differing in assumptions about the future, such projections are likely to differ in methodology. Given certain constraints of data availability, model sophistication, time, and required output, a methodology is selected to maximize results. Users of enrollment projections should evaluate differences in projection methodologies when examining projections made by different agencies, or by the same agency for different purposes.

Given an understanding of the assumptions and methodologies underlying alternative sets of projections, the planner may evaluate the impact of projections on expected resource requirements, achieving stated objectives, or analyzing proposed policy changes.

The Population Research Unit of the Department of Finance has the responsibility for developing enrollment projections, on a district basis, to be used in facility planning documents (see Enrollment Projection Method section of plan). Projections at the campus level are made by districts, in cooperation with the Department of Finance. Projections of enrollment by program (or by major subject area) are not required under the current planning process. Changes in procedures for facility and program review will require major subject area projections to be made by districts as part of their educational master plan.

There needs to be some state review and coordination of district projections for colleges and programs. It is proposed that the Chancellor's Office assume this responsibility. The Department of Finance would maintain authority to make projections at the district level. Working with these basic projections, the districts and the Chancellor's Office would agree to a distribution of enrollment and contact hours for individual campuses and programs.

Enrollment Projection Method

Recent adoption by the Department of Finance of an age-participation enrollment projection model will substantially improve the accuracy of such projections. Further improvements are needed, however, in specifying assumptions about the future character of individual preferences for Community College education in California. Different enrollment and contact-hour projections result from different assumptions about such individual preferences.

State agencies involved in Community College planning activities should review these several sets of projections, and evaluate differing assumptions, before adopting projections for planning purposes. Projections used by each agency should be consistent whether for program, facility, or finance planning.

A variety of projection techniques are appropriate to differing conditions, data availability, and assumptions about enrollment trends. Nevertheless, there are difficulties and subtleties inherent in enrollment projecting that go beyond methodology. Among these are the judgment and expertise of those responsible for making projections and the reasonableness of the assumptions upon which projections are based. Improved methodology does not automatically result in "better" projections. Present assumptions about the future of postsecondary education are particularly uncertain. This situation necessarily raises questions about the reliability of projections, especially if they are used as the basis for important planning decisions.

The Education Code provides that the State Department of Finance be responsible for preparing capital outlay enrollment projections for the California Community Colleges:

> The plan for capital construction shall include ... enrollment projections for each district formulated by the Department of Finance, expressed in terms of weekly student contact hours. The enrollment projections for each individual college within a district shall be made cooperatively by the Department of Finance and the Community College district.

The Department of Finance also projects "growth in graded and ungraded enrollment determined for each district ..."

The basic enrollment projection technique, "BD-240," used by the Department of Finance until recently was based on participation rates and grade progression ratios applied to counts of recent high school seniors. This method, as used for capital outlay planning, is inadequate, particularly now that utilization calculations are based on activity during both day and evening, rather than only day.

Gradual trends toward part-time enrollments have accelerated during recent years. In addition, the age distribution of Community College students is becoming older. The median age is 26 throughout the state. Increasing numbers of students are returning to college after having "stopped out." Significant numbers of Community College students never graduated from high school.

The traditional pattern of a dual comprehensive college program -- one part offered during the day for recent high school graduates attending full-time for credit, the other part offered for adults attending part-time in the evening in largely non-credit courses -- is breaking down. New patterns of student attendance are emerging in which the part-time student, though older, may plan to take an associate degree, certificate, or transfer to a four-year institution, and attends the same college-credit courses taken by younger students. At the same time, greater numbers of younger students in the 18-21 age bracket are attending part-time, particularly in urban areas where work opportunities may be more prevalent.

These changing patterns make it extremely difficult, particularly for the "BD-240" projection technique, to predict enrollments accurately for planning purposes. An improved projection technique was needed, incorporating, to the extent possible, the following relevant factors:

(a) Number and character (age, sex, mobility, etc.) of service area population.

(b) Local socioeconomic conditions (unemployment rates, etc.) and

(c) Changing policies of the particular college/district and nearby postsecondary institutions.

An evaluation of the State Department of Finance enrollment projection techniques by Chancellor's Office staff in 1974 indicated a decreasing accuracy over time in projecting Community College enrollments. The Board of Governors discussed its increasing concern about the current state of Community College enrollment projections in September and October 1974. At its December meeting the Board adopted a policy statement recommending steps to deal with then existing deficiencies and to improve planning projections generally. The statement also suggested developing alternative techniques that include age-participation elements along with local demographic and socioeconomic characteristics.

Efforts to resolve these problems have moved forward on two levels. Chancellor's Office staff has worked directly with Department of Finance staff on specific items of immediate concern. Additionally, a Task Force on Enrollment Projections, composed of Community College representatives and staff from Finance and the Chancellor's Office, has been working on broader enrollment issues. A series of alternative projection methodologies, potential data sources, and uses of projections have been discussed. Of particular interest have been suggestions for (a) increasing communications and understanding between the Department of Finance and Community College districts and (b) clearer definition of interagency working relationships, including the Chancellor's Office.

A number of issues remain unresolved. The Chancellor's Office Task Force on Enrollment Projections will continue its efforts to deal with these, although some may prove too costly or impossible to resolve. Among these issues are:

(1) Need for additional information on characteristics, needs, and goals of certain groups of students which have been growing disproportionately recently.

(2) Determination of which student categories have the greatest potential for providing reliable projections.

(3) Exploration of the availability of data and use of alternative techniques for state and local use to improve enrollment forecasting by including factors such as (a) number and character (age, sex, mobility, racial and ethnic composition, etc.) of service area population, (b) local socioeconomic conditions (unemployment rates, etc.) and (c) policies, programs, and delivery techniques of Community Colleges and nearby postsecondary institutions.

(4) Factors which influence student class hour loads in individual districts such as community socioeconomic conditions, student characteristics, changing curriculum, programs, and methods of delivery, regional programs, new facilities, and changes in legislation and administrative policies.

(5) Role of the Chancellor's Office in capital outlay enrollment projection process.

(6) Techniques dealing with instances where there is a significant difference between the growth of a Community College district and the base population of the county(ies) in which the college is located.

(7) Steps that may be taken to increase expertise in projection methodologies and understanding of enrollment dynamics for all involved in the projection process.

Current Projections

The table below lists projections of Average Daily Attendance (ADA) made by the Department of Finance and the Chancellor's Office. The projections are based on varying assumptions about future participation rates and student loads.

Projection of Community College ADA
1975-81

	Department of Finance				*Chancellor's Office*			
	Capital Outlay (Made in Summer 1975)		*Budget Estimate (Made in Fall 1975)*		*Bond Proposal (Made in Spring 1975)*		*5-Year Plan (Made in Winter 1975)*	
Year	*ADA*	*% Increase*	*ADA*	*% Increase*	*ADA*	*% Increase*	*ADA*	*% Increase*
1974-75	*695,374*	*-*	*695,374*	*-*	*695,374*	*-*	*695,374*	*-*
1975-76	*756,600*	*8.8*	*803,000*	*15.5*	*737,800*	*6.1*	*765,300*	*10.1*
1976-77	*764,900*	*1.1*	*838,700*	*4.6*	*776,700*	*5.3*	*805,900*	*5.3*
1977-78	*773,300*	*1.1*			*806,600*	*3.8*	*837,000*	*3.8*
1978-79	*780,900*	*0.9*			*834,400*	*3.4*	*865,600*	*3.4*
1979-80	*785,800*	*0.6*			*860,200*	*3.1*	*892,400*	*3.1*
1980-81	*788,700*	*0.4*			*881,700*	*2.5*	*914,600*	*2.5*

Department of Finance projections developed for capital outlay purposes appear low. Low projections minimize the apparent capital outlay requirements for the Community Colleges. The projections developed by Finance for budget estimates appear to be much too high during the short term (1975-1977). With current concern over limited state resources, high budget projections are likely to produce unduly conservative fiscal decisions.

Both Chancellor's Office projections are lower in the short term and higher in the long term than Department of Finance budget projections. The slope of the two Chancellor's Office projections are identical with the fall 75 revision beginning at a higher level, based upon reported enrollments for the fall 1975 term. Chancellor's Office projections show continued and steady growth through 1981.

The slope and position of all of these projections have changed from previous projections based upon high school graduates. Previous projections had indicated substantially less growth due to the decline in high school graduates.

The Department of Finance projections of ADA developed for capital outlay were derived using an age/sex participation rate model to project enrollment and contact hours on a district-by-district basis. Contact-hour projections were then converted to ADA based upon actual 1974-75 ratios. These projections assume:

1) modified trends of participation rate changes (based generally upon 3 years of historical data) through the 1979 year, with participation rates held constant after that time;

2) no expansion of outreach programs beyond 1979;

3) only new campuses or centers approved by the Postsecondary Education Commission; and

4) decreasing average student loads (to approximately 9.4 WSCH/student in 1980) as a result of (a) the decreasing percentage of full-time students and (b) decreasing numbers of veterans attending college as a result of next year's expired eligibility for approximately one-third of the veterans currently enrolled in the Community Colleges.

The Department of Finance projections of ADA developed for budget preparation were derived using an age/sex participation rate model to project enrollment on a statewide basis. The fall 1975 enrollment projection was adjusted upward on the basis of actual fall enrollment reported by a limited number of districts. Using this basis, enrollments for future years were projected from the percentage increases in enrollment indicated by the statewide projections. Enrollments were then converted to ADA

figures based upon historical relationships between the two for various categories of ADA. These projections are based upon assumptions similar to the capital outlay projections, except that participation rates generally were allowed to increase more substantially than in the capital outlay projections and the fall 1975 enrollment projection was adjusted upward.

The Chancellor's Office projections of ADA developed for the Community College bond issue were derived using an age/sex participation rate model to project enrollment and contact hours on a statewide basis. Contact-hour projections were then converted to ADA figures based upon expected 1975-76 ratios. These projections assume:

1) a "reasonable" level of participation for each age/sex category, based upon recent trends and expected events, such as the end of the veterans influx and women's rates reaching some level of stability; and

2) a constant student load of 10.11 WSCH/student throughout the projections (average student loads for the past three years have been 10.19, 10.17, and 10.18 WSCH/student).

The Chancellor's Office projections of ADA developed for the Five-Year Plan were derived using the percentage increases in enrollment for each year after 1975-76 as contained in the bond issue projections. The fall 1975 enrollment figure, however, was adjusted upward from the bond issue projection based upon actual fall enrollment figures for a majority of Community College districts. Fall enrollment projections were then converted to ADA based upon a ratio of .60 ADA per headcount enrollment. These projections are based upon assumptions similar to the bond issue projections. The slope of the two projections therefore, is quite similar, although the 1975-76 origin of the five-year plan projection is about 27,000 ADA higher, based upon actual fall 1975 enrollments.

Needs of Society

Educational needs of society may be assessed by examining the manpower needs of business and industry as expressed in the labor market and by considering possible future societal conditions.

Manpower Needs

The California Manpower Management Information System (CMMIS) is designed to provide constant data on socioeconomic factors and on manpower supply and demand of particular industry occupations for the state and for Standard Metropolitan Statistical Areas.

The following summary is taken from an analysis of manpower needs in major occupations developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Employment in California is expected to average more than 9.8 million in 1980, compared to 8.8 million in 1975. More than 950,000 new jobs are projected over the five year span. In addition, more than 1.6 million jobs are job opportunities will become available to replace workers who leave the State's labor force during this time. Thus, growth and replacement needs generate nearly 2.6 job opportunities from 1975 through 1980, exclusive of promotions or occupational changes.

Small changes are anticipated in the proportions of occupational groups over the five years. The proportion of employment accounted for by white collar occupations (professional, managerial, sales, and clerical) will increase slightly while that for blue collar (craftsmen, operatives, and laborers) will decline slightly. The proportion in service occupations is relatively unchanged while farmers and farm workers show a continuing long-term downtrend.

CALIFORNIA EMPLOYMENT LEVELS AND JOB OPPORTUNITIES
(1975-1980, in thousands)

	1975 jobs	job opportunities growth	job opportunities replacement	1975-1980 total
Professional, Technical	(1,605)	(199)	(259)	(458)
Engineers	210	28	15	43
Life, physical scientist	26	4	2	6
Math specialists	5	1	1	1
Engineering technicians	116	23	10	33
Medical workers	213	33	49	82
Health technicians	39	10	10	20
General technicians	26	5	2	7
Computer specialists	44	7	4	11
Social Scientists	19	5	2	7
Teachers	387	7	76	83
Writers, artists, etc.	135	20	21	41
Other	384	59	66	125
Managers, Officials	889	128	135	263
Clerical workers	1,710	212	485	697
Sales workers	740	93	153	247
Craftsmen	1,069	94	106	200
Operatives	1,099	94	147	241
Laborers, except farm	328	31	35	65
Service workers	1,153	120	271	391
Farmers and farm workers	257	-15	42	27
Total	8,850	956	1,665	2,590

(totals may not add due to rounding)

Assessment of needs for occupational education in California Community Colleges has three basic dimensions: (1) labor market demand information; existing and projected occupational opportunities; (2) manpower supply information: trained students and output from other sources, such as employer, military and private schools; (3) socioeconomic information: demographic factors, economic need analysis, student interest and occupational preferences, and student post-education follow-up data. The California Manpower Management Information System (CMMIS) is being developed to provide the three components of information indicated above. (See Exhibit I.)

Since 1917, occupational education has been a combined federal, state, and local responsibility. The complexities of delivering a viable as well as total program of vocational education to students have been compounded by numerous social and educational changes. The Vocational Education Act (VEA) of 1963, the Vocational Education Amendments of 1968, the concept of career education introduced in the early seventies, and the new Comprehensive Employment Training Act (CETA) of 1974 have all contributed to the need to redesign and implement comprehensive vocational education delivery systems.

Lagging behind the growing public concern for economy, efficiency and practical results have been the processes used by educational institutions to obtain information necessary for planning and evaluating occupational programs. Local administrators of occupational education typically do not have access to a system for gathering, validating, storing, and analyzing data pertaining to the many factors which should be considered prior to making recommendation and decisions regarding program operations. Until recently, reporting systems have not provided information beyond head counts and program expenditures by broad categories. This weakness is reflected in many of the required annual reports districts must submit to the State Department of Education and the Chancellor's Office. These reports are designed to provide data about student population characteristics enrolled in occupational education programs and are often laboriously compiled from a variety of files established for other purposes. Computerization of this process would ease this job of collecting and integrating data from many separate files containing different bits and pieces of information.

Computerization of existing files in itself, however, does not provide the comprehensive data base required. Presently, several computer-based management information systems are being developed. One such system, the CMMIS, is designed to identify apparent imbalances between (a) the number of people involved in occupational education and (b) the ability of the labor market to absorb them when training is completed, and to facilitate corrective action.

Actions to initiate, modify, and terminate various components of the occupational delivery system must be accomplished in accordance to established need or other verified factors. Presently, needs assessments and other factors are established by analyzing a variety of

EXHIBIT I

CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM
A SCHEMATIC DIAGRAM

-A-
MANPOWER DEMAND COMPONENT

1.0 Local Occupational Demand
1.1 Current
1.2 Projected (1975-1980)
1.3 By SMSA
1.4 By County

2.0 Local Industry Demand
2.1 Current
2.2 Projected (1975-1980)
2.3 By SMSA
2.4 By County

3.0 Hiring Standards
3.1 Technical Competencies
3.2 Skill Level
3.3 Attitudinal Requirements

4.0 Specialized Information on Occupational and Industrial Demand
4.1 Local Characteristics
4.2 Detailed Industry Profiles

-B-
MANPOWER SUPPLY COMPONENT

1.0 Local Educational Supply
1.1 Public Secondary Schools
1.2 Public Community Colleges
1.3 Public Adult Schools
1.4 Public Regional Occupational Programs and Centers
1.5 Public Colleges and Universities
1.6 Private Secondary Schools
1.7 Private Vocational Schools
1.8 Private Colleges and Universities
1.9 By SMSA
1.10 By County
1.11 By School District

2.0 Local Apprenticeship Training Programs Supply

3.0 Local Employer Training Programs Supply

4.0 Local Military Returnees Supply

5.0 Local Supply Resulting from Unemployment

6.0 Adjustments to Local Supply
6.1 Labor Force Migration
6.2 Labor Force Re-entrants
6.3 Occupational Transfers

-C-
SOCIO-ECONOMIC FACTORS COMPONENT

1.0 Demographic Information
1.1 Population Characteristics
1.11 Age Groups
1.12 Sex Distribution
1.13 Racial/Ethnic Backgrounds
1.14 Fertility Patterns
1.15 Educational Backgrounds
1.16 Occupational Backgrounds
1.17 Income Groupings
1.2 Mobility Patterns
1.3 Current
1.4 Projected (1975-1980)
1.5 By SMSA
1.6 By County

2.0 Economic Needs Analysis
2.1 Impact Analysis on Technological Trends, Scientific Discoveries, Changing Economic Patterns
2.2 By Nation
2.3 By State
2.4 By SMSA
2.5 By County

3.0 Student Interests and Occupational Preferences
3.1 Student Follow-up Surveys

SYSTEM MAINTENANCE

INFORMATION DISSEMINATION

EXHIBIT I

limited data sources. These sources are established by different public agencies, often for purposes other than educational planning. Additionally, diverse data collection techniques and coding systems are used by the various agencies, making comparisons difficult.

Some progress has been made to solve these problems. The CMMIS, though not fully operational, is already offering some solutions.

Several assumptions are basic to a system like CMMIS:

1. Manpower and student follow-up information can be utilized for planning.

2. The information system can be adaptable to various local situations and provide a framework for program goal setting, planning, and evaluation.

3. Development of the system should involve wide participation of district staff, students, representatives from business and industry, and from the community.

4. The system can facilitate improved decision making about the allocation and utilization of resources.

5. The system can (a) reveal critical factors which determine the size and mix of future demand for qualified workers, and (b) reflect the skill and knowledge of content of existing training programs so as to respond to the nature and magnitude of expected changes.

6. The information system should facilitate: (a) selection of new programs; modification or termination of existing programs, (b) identification or verification of curriculum content, (c) development of guidance and student recruitment capabilities, (d) development of job placement strategies, (e) program cost analysis, and (f) program evaluation.

When fully developed and implemented, the CCMIS will generate significant data, in standardized terminology, to assist in determining occupational education priorities and policies. Information on the present status of training programs, including industry/occupational demand and supply projections will be available readily. Counselors will find the labor market demand/supply data useful for counseling students toward realistic and rewarding selections of careers and related training programs.

Other benefits expected are: the elimination of duplicate reporting efforts, a process for translating manpower projections into potential training program needs, identification of specific curriculum requirements, accurate and concise statistical explanation of the total occupational education delivery system, and the availability of a variety of information vitally useful for occupational counseling.

In general, the system will provide a basis for standardized data collection which will result in improved communications and decision-making capabilities. It is envisioned that the system, once completed, will be composed of a series of components, each serving a separate function. However, each component will be interconnected so that data stored in one component can be correlated to or otherwise utilized with data from any other component.

The basic output of the system will be a series of computer-generated status reports. These reports will be designed to bring relevant data together so that program planning decisions, career counseling, and job placement can be based on factual information.

The California Manpower Management Information System will offer administrators an objective view of the total vocational education delivery system as it is actually functioning.

The Industry-Occupational (I-O) Matrix is the basis of CMMIS. It was selected as the method to develop and present the broad economic structure of the state by Standard Metropolitan Statistical Areas (SMSA's). The I-O matrix system permits available data relating to both the industrial and occupational structure of large and diverse geographic areas to be incorporated in the projection. Methodology used to project matrix data is based on these assumptions:

(1) State and area manpower requirements estimates can be made more reliable if the analyses are made within the context of nationwide economic trends, but with the expertise and knowledge of the local labor market analyst;

(2) National projection methodologies can be applied to local data with minor programming adjustments; and

(3) Industry projections provide adequate and reasonably accurate occupational trend projections for short-term estimates.

The U. S. Bureau of Labor Statistics' (BLS) methodologies and programs were used with necessary additions and adjustment. Data included wage and salary employment series for all SMSA's in California reconstructed to be compatible with the census industry structure. The number of industries within an SMSA and their size determined the number of individual projections. These were then aggregated and the occupational structure derived from the census matched with appropriate industries.

The manpower projection component has been developed and distributed in the form of interim publication providing preliminary projections of employment by industry and occupation. Projections for 1975-1980 are currently being prepared by the California Employment Development Department (EDD), and will be distributed. The Employment Data and Research Division of EDD has assumed responsibility for the continuing preparation and publication of the matrices.

Although significant progress has been made during the last two years, there still exists several developmental activities which must be completed before the total system can become viable. Because of the growing urgency, complexity, and magnitude of the remaining work to be completed, an administrative unit has been added during this fiscal year. This was made possible through a combined staff-initiated (Chancellor's Office and State Department of Education) VEA Part C project proposal. The proposal was approved by the Joint Committee for Vocational Education during its July 1975 meeting. On October 15, 1975, the Ventura County Superintendent of Schools Office was designated to administer the project.

The Project, titled "Maintenance and Development of the California Manpower Management Information System," is concerned with completing the developmental work on Local Education Supply, the dissemination of information to the local practitioners, and other work to be identified by the CMMIS management team project staff and various advisory committees.

Elements of the third component: community profiles are identified and subdivided in various CMMIS developmental projects. This part of the system includes a complex variety of data, much of which is already available in separate and isolated reports and studies. Educational interest inventories and student follow-up studies are two examples.

The construction of a demographic data base, which can be used to determine "people" needs, has begun. One major component is the student career interest assessment tool, developed originally in Ventura County, now with counterparts in Orange and San Diego Counties. This is a means toward assessing the potential worker's interests, aptitudes, and skills. The correlation of the potential worker's "needs" with labor market requirements will thus be more possible. Other demographic and socio-economic data concerning areas will be gathered for the profiles.

Another unique feature of CMMIS is the formation of a three-agency management team composed of a representative from each of the aforementioned state agencies. This team is to form several advisory committees to assist in setting developmental priorities, assume internal evaluation responsibilities for the system, and serve as liaisons in matters pertaining specifically to their representative agencies.

The CMMIS has progressed to the point where EDD is able to develop manpower projections for 450 occupational classes for the state and for all SMSA's in the state. Projections through 1980 have just been published and are included in the Plan.

The manpower supply component needs further refinement and more timely reporting of student completions. Data are usually one year late and not totally reliable. The socio-economic-community profile data isn't readily available or in a form that makes it adaptable to planning.

The following analysis of manpower needs in major occupations was developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Job opportunities for Professional, Technical, and Kindred Workers will total nearly 18 percent of all opportunities available during the five-year projection period. The estimated 100,000 job opportunities in the professional and technical medical health occupations, over the five-year projection period, reflect the continuing trend of growth in medical and health care services as well as a substantial number of replacement needs.

Employment growth in the teaching occupations will be negligible from 1975 through 1980. Significant employment increases in a few teaching categories, such as health specialties, foreign language, and certain higher education groups, will be largely offset by anticipated decreases in the number of jobs for elementary and secondary teachers. Replacement needs in the teaching occupations will be substantial, however, producing more than 82,000 opportunities.

For engineers, and engineering and science technicians, job opportunities will depend largely on industry growth, as replacement rates are expected to be among the lowest of any for the state's various occupations. New jobs from industry expansion will number about 50,000 and total opportunities about 75,000 for these two groups combined. The accounting profession, because of its size will continue to offer a large number of opportunities through replacement needs.

Employment of Managers, Officials and Proprietors is expected to show the highest rate of growth among all major occupational groups in the state from 1975 through 1980. Job gains in this major group from employment expansion will account for about 13 percent of the state's employment growth over the five-year projection period. This growth, together with replacement needs, will account for nearly 263,000 job opportunities. Although managers and proprietors in the trade industries--particularly retail trade--will have the greatest number of job opportunities among the occupations in this major group, the fastest rate of growth of opportunities is expected for bank and financial managers.

Employment of Sales Workers in California, like employment in all white-collar occupations, is increasing at a faster rate than the average for all occupations. In addition, the replacement rate for sales workers will be higher than the overall average. As a result, nearly 10 percent of all job opportunities from 1975 through 1980 will be in this occupation. More than one-half of the job opportunities for sales workers will be in retail trade; employment gains and replacement needs for retail sales clerks will provide more than 124,000 job opportunities over the five-year projection period.

Clerical Workers will continue to be, over the projection period, the largest of the state's major occupational groups. Job opportunities for clerical workers are expected to total 697,000 over the five-year projection period, reflecting the greatest expansion of jobs as well as the largest number of replacement opportunities among the major groups. Approximately one out of every three new jobs for clerical workers is expected to occur in the service industries. Trade industries will provide the second largest number of new jobs.

Although the other industry divisions employ smaller numbers of clerical workers, they nevertheless constitute a substantial percentage of the employment in some of these divisions. In finance, insurance, and real estate, for example, workers in clerical occupations make up about 45 percent of the industry total, and the rapid employment growth in this industry division will produce a substantial number of new clerical jobs.

Among the occupations in the clerical group, job opportunities for stenographers, typists, and secretaries will exceed 270,000 or 39 percent of the total for all clerical occupations. Job opportunities for bookkeepers and cashiers, together, will comprise about 18 percent of the total.

The rates of employment growth, over the projection period, in the industries which make the most use of Craftsmen, Foremen, and Kindred Workers will be lower than the rates for other industries. In addition, replacement rates for craftsmen are the lowest of all among the major occupational groups. The outlook for this occupational category is for a relatively small number of total job opportunities for the forecast period. The construction industries are expected to add nearly 20,000 craftsmen over the five-year period. In manufacturing, nearly 32,000 craftsmen jobs will be produced, a majority of which will be in the durable goods sector.

In keeping with the general trend for blue-collar occupations, employment growth and worker replacement rates for Operatives, the semiskilled component of the blue-collar group, will remain below the state's overall average for the period 1975 through 1980. Employment for operatives, excluding transport equipment operatives, is centered in the manufacturing industries which provide two out of every three jobs in this occupational category. Manufacturing is expected to provide nearly 54,000 new jobs for operatives over the five-year period, an increase of nearly nine percent. Opportunities will be distributed through the durable and nondurable goods sectors with the largest concentrations in fabricated metal products, electrical and nonelectrical machinery, and apparel.

Jobs for transport equipment operatives are primarily in the transportation, communications, and utilities division, in trade, and in the service industries. The largest concentration of job opportunities for transport equipment operatives will be in local inter-urban transit and in trucking and warehousing. The total number of job opportunities for operatives will be limited by the relatively low replacement rates for most of the occupations in this major group. Replacement needs in relation to 1975 employment level are particularly low for transport equipment operatives.

Service Occupations, which make up about 13 percent of the state's employment, are expected to furnish 15 percent of the total job opportunities from 1975 through 1980. Although the growth of jobs in these occupations will lag behind the overall rate of increase, the total number of job opportunities for service workers will be relatively large, reflecting one of the highest worker replacement rates in the

major groups. Jobs in service occupations are restricted almost entirely to three industry divisions: the service industries, with about 55 percent of service occupation employment; trade, with 29 percent; and public administration, with about 11 percent.

Among the service industries, substantial employment gains are expected in health services, cleaning services and personal services. In the trade industries, an employment increase of 11 percent, representing nearly 34,000 new jobs, is anticipated for food service workers over the five-year projection period. Service occupations in public administration are led by the protective service group, the category that includes firemen and policemen. The rate of job growth in this group will exceed 16 percent, providing 16,000 new jobs from 1975 through 1980.

Replacement needs and new jobs from industry growth, combined, will provide over 118,000 job opportunities for food service workers over the projection period. The corresponding number of job opportunities expected for health service workers will exceed 76,000; those for personal service workers, 57,000. Total job opportunities for all service workers during the projection period will exceed 390,000.

About 31,000 new jobs will be produced for Laborers during the five-year projection period; total job opportunities during that period are expected to number 65,000. The largest numbers of opportunities will be for gardeners and grounds-keepers, stock handlers--primarily in retail trade, and freight and materials handlers.

Employment of Farmers and Farm Workers is expected to decline by about 15,000 over the five-year projection period. Job opportunities from replacement needs will more than offset the decline, resulting in a job opportunity total of about 27,000. Employment losses are expected in all farm occupations except the category of farm manager, which will show a job increase of about 12 percent.

Future Societal Conditions

Future societal conditions, both external as well as internal to postsecondary education, are important to the design of Community College policies and programs. There is a need to consider the possible future even though much is unpredictable. As policymakers better understand the range of variation possible in future conditions, the better equipped they are to make required decisions. Several alternative assumptions about future conditions will be developed during 1976 to assist the Board of Governors in specifying plan objectives and possible contingencies.

Some sense of possible future conditions is basic to planning. Everyone faces tomorrow and beyond on a risk basis. The challenge is to minimize that risk by anticipating a broad range of possible pitfalls and opportunities.

Consideration of possible future conditions affecting Commmunity Colleges should specify both (a) trends internal to the system; and (b) societal conditions external to the system. Both the spectrum and assumed impact

of alternate conditions within that spectrum may be arrayed on a geographic scale from global to local and on a trend scale from optimistic to pessimistic.

Techniques for predicting future change have been developed in recent years to provide an efficient, systematic process for transforming unmanageable uncertainty into measurable and manageable risk. These "alternative futures" attempt to encompass a wide variety of plausible changes in the quantity and quality of human experience. A procedure often incorporated in developing alternative futures is the Delphi technique invented by the Rand Corporation in the early 1950's to develop consensus estimates through well-informed opinions of a group of experts.

Basic to futures methodology is definition of a number of fundamental variables which may be given a range of values over time. The number of variables defined may vary with the need for refinement and complexity. Some future scenarios may require values for just a limited number of parameters, while others are designed with hundreds of permutations of possible outcomes. Typically, futures scenarios are composite assumptions reflected in alternative values of economic, social, political, demographic, technological, and value-attitudinal variables.

Values may be specified in two general contexts. In one context, the economic variable may be quantified in terms of cost-of-living indices, hourly earnings, annual cash income, hours worked per week, and occupation-specific unemployment rates. Utilizing a different context, staff of the Western Behavioral Sciences Institute has developed a set of trend categories each with a set of alternate modes representing different directions a future trend might take. In this context, economic variables for the United States are (1) economic structure, (2) economic performance inside United States, and (3) economic performance abroad. For the first variable, alternate modes range on a continuum from expanding private initiative to dominant government initiative. The second variable ranges from prosperity to depression; the third from competitive dominance in world markets to a declining ability to compete. This open-ended, graduated method is designed to simplify extension and revision and to provide a broad analytical framework for developing any conceivable future that can be logically articulated.

Another necessary component of futurizing is measurement and tracking of actual trends over time; in effect, measuring the future as it arrives. One familiar example is the projections of enrollment for Community Colleges. When scenarios are more general, the problem of trend measurement and interpretation may be more difficult. However the general procedure is structured, its function is to permit a coherent and internally consistent narrowing of focus from the broad scenario to a particular geographic area or human need or activity.

The following discussion covers, first, internal trends for postsecondary education taken from recent literature and studies; second, recent work on futures by the Educational Testing Service; and third, alternative futures developed by the Stanford Research Institute to describe general

societal conditions. As noted earlier, construction of several alternative futures, specifically for use in Community College planning at both state and local levels, is scheduled for spring 1976. Material is presented here simply to provide examples of such information.

Internal Futures

Colleges in the 1980's will be more flexible, allowing students to more easily intersperse academics with travel, employment, and/or national service. There will be variations on the work-study arrangements making possible, for example, extensions of the external degree program in which students are given credit for experience. More short-term courses are forecast as a result of people needing to upgrade their training in less than a full semester or quarter. Courses will reflect the increasing technical needs of society. Courses relating to the health professions, data processing, and agriculture technology, particularly in the area of ocean farming, are expected to show significant increases in the 1980's and beyond.

With increasing enrollments in the 1990's (16 million nationwide), it will not always be feasible to have separate large campuses. Colleges will resort to, in some cases, a traveling faculty, television, cassettes, audio-visual aides, and the like to reach a larger area and more diverse student populations. It is estimated that by 1990, schools will pool some resources, while diversifying others.

Four major trends are typically discussed in "futures" literature: (1) increased enrollment of the nontraditional student, (2) rise of alternative educational institutions, (3) decreased undergraduate occupational preparation and certification accompanied by increased short-time preparation in skills, and (4) diminuation of compulsory education.

Enrollment from the traditional age and ethnic population is expected to either decrease or stay fundamentally the same until 1990. The only segment of the population to increase attendance at institutions of postsecondary education will be "nontraditional" age and ethnic populations. Older students, racial and ethnic minorities, housewives, and blue-collar workers are already beginning to place stronger demands on postsecondary education. This trend is supported by predictions of the Carnegie Commission. College enrollments are expected to rise approximately 1% annually until 1981 when there will be a lull in terms of absolute numbers. There will be about 10% fewer high school graduates in the 1980's than in the 1970's due to a drop in the population among this age group. In addition, fewer high school graduates will go immediately on to college. Competition for students may result from the enrollment drop-off reaching the college level in 1981. Colleges will seek to maintain enrollment levels by attracting new segments of the population away from other institutions. This will be a strong force for educational innovation.

Greater acceptance of the concept of life-long learning will emerge as a result of this trend toward reaching new segments of the population. Other factors contributing to this trend will be a mounting importance attached to currency of training and the necessity, imposed by societal change, for repeated training to keep up with technological change in one's area or to learn totally new skills. This will be accompanied by a substantial change in delivery systems, with less confinement to the college campus. The survival of many institutions will depend on how well they adjust to the needs of nontraditional students. This trend will call for a major curricular and personnel adaption in the next two decades. Decreases are expected in degree credit programs while the number of non-degree students is expected to rise 38% by 1980. The majority of these are part-time (also rising 14% by 1982) and older people. The format and courses offered by the Community College must keep up with the social changes and the effects of the type of students enrolled.

People will become increasingly mobile, resulting in a greater mix of academic work with travel, employment, and national service. Many people will change jobs several times throughout their lifetimes, thus needing retraining, or upgrade themselves as their job changes.

There will be an increase in alternative educational institutions at least through the year 2000. These alternatives fall into four broad categories: (1) government-funded vocational education centers; (2) transformed educational institutions (such as CUNY's Middle College); (3) alternative institutions involved in education (such as business); and (4) quasi-institutional or non-institutional education resources (such as Chicago's learning exchange).

These alternative educational forms will mean very significant and fundamental competition to traditional higher education. Such competition has already begun with proprietary schools now considered a part of postsecondary education by the federal government and provided access to government grants. Equally important will be the competition from corporations. The Bell and Howell Schools, for example, are already a significant enterprise and such operations likely will become stronger.

The third trend is the most paradoxical. Despite recent trends to the contrary, decreased emphasis on undergraduate occupational education is expected over the next 25 years. Some reasons for this, as discussed in the literature, are:

(1) The majority of students graduating from college enter professions for which they received no professional preparation.

(2) Achievement in college, as measured by grades, bears little significant relationship to achievement in postacademic situations. Factors such as motivation, socioeconomic background, and self-concept bear much stronger relationships with success.

(3) Knowledge is expanding at such a rate that it is becoming increasingly difficult to master even a small part of extant knowledge in any one given field.

(4) College graduates are finding that their acquired knowledge as undergraduates is out-of-date.

(5) An increasing disregard by many youth for material accumulation.

Career training industries and service organizations are rapidly learning the skills of instructing and applicability of knowledge to specific tasks. Future predictions point to even greater increases by these groups. Likewise, alternative certification programs such as law and nursing are increasingly being separated from collegiate preparation and more are indicated for the future.

All of these factors combine to suggest that undergraduate education eventually may decrease its emphasis on vocational preparation and increase its emphasis on human development. The overall enrollment implication would appear to be one of decreased undergraduate enrollment. Vocational certification is a powerful impetus to collegiate attendance. Its diminishment will decrease attendance. However, public Community Colleges will have the largest growth rate of all schools. Of those planning to enroll in colleges, there will be an estimated 25% rise by 1982 in those choosing the Community College.

Bowen and others stress that the future will demand increased social service. In fact, we may well experience some proscriptive quasi-volunteer social service requirements. Taxes may not be sufficient to carry the burden of increasingly necessary social services. Added to this is the growing obsolescence of knowledge and skills. Both of these suggest that there will be increased need for short-term preparation in skills and knowledge, with the largest emphasis on skills, both technical and interpersonal. If higher education recognizes this, as in all probability it will, there will be increased enrollment. This increase may not offset the decrease that occurs because of alternative certification and alternative institutions, but it will be extensive and significant.

The fourth trend is probably the least grounded or predictable. There may well be a major reconsideration of compulsory secondary education. Recently a task force of the Kettering Foundation supported the notion that compulsory education should be cut back to age 14. The enrollment consequence of decreased compulsory education, however, is unclear. More may attend higher education because more are eligible, expanding the age population downward as well as upward. On the other hand, diminishing compulsory education may break the psychological lock-step of schooling. "Stopping out" may become easier. With more stopping out, there seemingly will be less continuity to higher education and possibly a resultant decrease in enrollment.

External Futures

Factors affecting the Community Colleges, as well as other segments of higher education in California, were analyzed recently in a study by the Educational Testing Service for the Legislature's Joint Committee on Postsecondary Education. Among the elements evaluated were:

(1) Between 1975 and the year 2000, the Bureau of the Census forecasts nationally the following increases in absolute numbers in population:

a.	Under 20	8%
b.	20-34	9%
c.	35-49	76%
d.	50-64	23%
e.	65+	30%

Eighty percent of all the nation's population growth in the next 25 years will occur among people 35 and older.

(2) Earlier retirement from the work force.

(3) Flexible retirement plans with options for part-time employment prior to complete retirement.

(4) California's higher than national level of educational attainment.

(5) Shift in the occupational structure in America from a preponderance of industrial jobs to white-collar and service jobs, from production of goods to provision of services. This shift carries a large potential for employee mobility and for new training requirements of new occupations.

(6) Shift in character of work, especially in California, to increasingly knowledge-intensive in nature.

(7) Trend to declining and flexible workweeks.

(8) Variations in work/life styles.

(9) Trends in technological innovation and knowledge expansion. Rapid technological change makes training acquired once early in life an unrealistic operational mode.

(10) Trends in redefinition of women's roles and of nuclear family.

The following material is taken from a report describing three "external" futures developed by the Stanford Research Institute Center for the Study of Social Policy. The three alternative futures (called "Dynamic Status Quo Extended," "Economic Disappointment," and "Cultural Transformation") are described as "together ... a minimally encompassing range of future contingencies against which a given policy strategy or set of long-range plans may be tested."

The Dynamic Status Quo Extended future, as its name implies, assumes a continuation of most long-term trends that have characterized our society during recent decades. The Economic Disappointment future is one in which various social and economic problems prove to be unmanageable, leading to a substantially declining quality of life for most Americans. The Cultural Transformation future is one that might emerge from Economic Disappointment as a way to resolve otherwise unmanageable problems or as a result of changing perceptions of social reality.

Selection of these particular futures was premised upon two criteria: first they seem to be plausible futures that could reasonably emerge out of the present (as such, they each have strong roots in the present and, consequently, there are sectors within our contemporary society that bear a strong resemblance to each of these three futures); second, these futures are designed to "triangulate" a range of uncertainty--they represent our attempt to bound the range of likely possibilities over the time frame for each future in ways most useful for the task at hand.

Dynamic Status Quo Extended. This future (from the present until at least 1995) assumes the basic continuity and enduring character of existing American values, insititutions, and life-styles. While there will, of course, be changes, the present structure of the United States will be able to adapt to these changes without significant alteration.

Within the United States there is a continuation of the steady growth economy. Per capita income levels continue to increase, although they may occasionally level off or even fall a bit, and income distribution remains very similar to that at present. Population growth, on the other hand, experiences a slowing rate of increase until about the year 2000, when the population stabilizes. In spite of higher prices due to inflation and resource shortages, Americans continue to equate high standards of living with high levels of consumption. More emphasis is placed on consumption of services than on consumption of physical goods, however.

As in the present, American society continues to rely on science and technology to resolve social and environmental problems.

Private business and industry continue present trends toward increasing cooperation with government and concentration of economic power in a few major corporations, which dominate the national and international economy. Business itself initiates a major effort to improve worker satisfaction and, under government prodding, business cooperates in preventing further major deterioration of the environment.

Shortages in the supply of raw materials and the increasing complexity of institutional management induce some important changes in manufacturing, marketing, consumption, and investment patterns. However, business leadership becomes skilled in adapting and succeeds in preventing economic breakdown while preserving profits through "price rationing" during periods when shortages are critical. Official government policy

continues to call for full employment, but as it becomes clear there is little political risk in maintaining a situation in which there is actually high unemployment among minority groups while unemployment is kept low among the majority, efforts (especially if inflationary) to reach the hard core unemployed remain minimal. Although a guaranteed annual income has received much consideration, the conventional "1960's welfare" approaches still predominate.

During this future the vast majority of the American people subscribe to belief in some generalized Judeo-Christian tradition without feeling the need to practice the forms of any religion; appeals to traditional moral standards and practices continue to be effective among the American people at large. In addition, the maintenance of personal privacy, particularly in the face of a highly-developed technological surveillance potential, emerges as an important social objective.

This, then, is a future without much future shock, but with increasingly centralized control. Strong institutions controlled by cautious and responsive leaders prove sufficient, with some adaptation, for the transition into a stable, late-industrial era. Americans accept those changes they cannot avoid, and they defend what they perceive as good in their nation and their society; however, they do not strike out for any new frontiers. The American people, in the great majority a satisfied people, do not risk what they have to attain perfection.

Economic Disappointment. In this future (increasing from the present through at least 1980 to 1985) the recession of 1974-75 does not lead to recovery but to economic catastrophe in the late 1970's as a result of four major unbalancing factors: the exporting of jobs by multinational corporations, rapid price increases of key imported raw materials (e.g., crude oil, silver, chromium), wage demands of public sector workers, and inept government intervention in the economy. An increasingly authoritarian bureaucracy persists in the pursuit of ameliorative welfare policies, but present income transfer programs (welfare, social security, unemployment compensation) become increasingly unable to sustain the economy, leading to general economic collapse. A collapse or near-collapse of the international currency system is a real possibility and may occur in this future.

Increasing unemployment and declining levels of consumption lead to a breakdown in the levels of confidence and trust throughout society. Serious problems, such as crime, alcoholism, suicide, and family disintegration increase. Although some groups successfully adapt to the lower levels of consumption, dissatisfaction is pandemic. There is a rise in both the number of criminal acts by individuals and by organized crime, especially in urban areas. Stakeholder coalitions preemptively try to "get theirs," and find that scapegoats are easier to blame than the entire industrial-socioeconomic system, which has become impossible to regulate satisfactorily. Progressively more severe forms of repression are used against those who protest violently; prison populations increase and capital punishment is restored.

Per capita income and wealth become less and less equal, and strong regional and racial distinctions emerge.

Although the political system remains a multiple party representative democracy, there is a sharp decline in both the degree and directness of citizen influence at the national level, but an increase at the local and regional levels. The increased disenchantment with the federal government combines with the existing social and economic stress to increase the probability of the emergence of a popular, charismatic leader.

There is a general reversion to "traditional" basic values for many but not for all; social experimentation and diversity might be both subtly and explicitly discouraged; an increasing number of people nevertheless experiment with new life-styles.

This scenario is dominated by economic depression, political ineptitude, and social and cultural conformity. In the anxiety for survival/security, many individuals willingly relinquish personal prerogatives for socially acceptable values. Low levels of consumption are matched by a low quality of life, and the society is confronted with numerous fundamental problems for which it has no solutions.

Cultural Transformation. The distinguishing feature of this future (starting to be highly visible by 1980 to 1985, but with earlier roots) is the sweeping change in the paradigm--the system of basic premises and institutional norms--governing the lives of Americans. The change is not so much a rejection of the traditional value system as its transformation to meet the perceived needs of the present and of the future. This scenario flows from the period of social and political turmoil during the late 1970's resulting from the inability of existing American institutions to resolve the economic and political problems described in Future 2. In Future 3, however, institutional ineptitude leads to a reexamination of the traditional ways of American life and eventually to transformed styles of life and social institutions.

Underlying the new paradigm might well be an evolutionary vision in which the goals of growth in personal and collective wisdom would replace those of ever-increasing consumption and environmental exploitation; hence, the central function of all social institutions would become that of human development and self-regulation, rather than of fostering bureaucratic efficiency and centralized influence. In one view of this future, the paradigm would entail an ecological ethic, emphasizing the total community of life as well as the oneness of the human race; involve a self-realization ethic, placing the highest value on the development of personal potential; convey a holistic sense-of-perspective of life; balance and coordinate satisfactions along many dimensions rather than overemphasize those associated with status and consumption; and be experimental and open-minded, rather than ideologically dogmatic.

Thus this future is one in which the U. S. economy voluntarily comes to terms with new planetary constraints. The "new scarcity" of energy and materials, natural fresh water, food-productive land, habitable space, and resilience of the planet's life-support systems would be seen to dictate frugal use of these from now on. These constraints lead to the development and introduction of new "intermediate" technologies, which are more frugal with energy and resources and respectful of natural ecosystems. The process of automation of production is partially reversed as human labor is substituted for mechanized means of production. Most of the work population is nevertheless engaged in a variety of service activities, including educating and learning, the distribution trades, leisure industries, and, very importantly for both reasons of environment and self-realization, maintenance, repair, and recycling activities, and handicraft production.

While there is "full employment" (probably involving a guaranteed annual income), there is a reduction in the time devoted to income-earning activities. Not only is the work week reduced, but individuals spend more frequent and lengthy periods during their adult lives outside the labor force in a variety of nonincome-earning activities related to self-realization. Such activities, in addition to pure recreation and leisure, would include increased involvement in public service and political work, individual education, and group interaction.

The average per capita income level is less (perhaps two-thirds) than at present. However, the distribution of wealth is more equitable. There would be fewer of the very rich and fewer of the very poor. The level of consumption (standard of living measured in terms of resource consumption) will be lower in this future, largely because of the influence of the ecological ethic, the actual shortage of raw materials to support consumption at present levels, and the lessened emphasis on materialism inherent in the self-realization ethic. The possession of goods would not be unimportant in this American future, but the materialism characteristic of the present age would be far less pervasive.

STATE PLANS

First Year

First year state-level plans are contained in the recommended changes in planning processes, adoption of a new Statement of Philosophy and Goals by the Board of Governors, and in specific planning efforts outlined for 1976. Specific plans cover the following areas:

1) *Programs*

Changes in procedures are proposed calling for the submission of a five-year education, occupational, EOPS, and student personnel service plans in February of each year. In addition, an annual general assessment of long-term needs and plans (by major subject area) is proposed to relate to facility plan review.

2) Finance

The Board of Governors has adopted a position statement on finance for 1976-77. This statement recognizes current conditions in which college enrollments and fiscal requirements are increasing faster than state general fund revenues. In view of this, the Board recommends (a) improved provision for growth in total district revenues, (b) a new means to control the total state share of those revenues, (c) consistent with this control, a more effective and equitable formula (percentage equalizing) for distributing state aid among districts, (d) not providing state aid for instruction that is primarily for recreational purposes, (e) revised, but still optional, student fee structure, (f) revised terminology and program review procedures, and (g) more explicit district policies on repeated course enrollments. Changes in funding policies will be phased over a three-year period.

Without some control technique, the state share would likely exceed 50 percent of college costs in 1976-77 and far exceed projected increases in general fund revenues. Board policy recognizes basic Community College mission and current growth in programs and enrollment. Suggested parameters for state aid take into account growth in available state revenue and the desire to avoid inordinate increases in local taxes needed to sustain normal growth in college programs.

3) Facilities

Changes proposed in facilities planning are: a) delay of five-year plan submission to February of each year to allow for more complete local formulation, b) eliminating initial Department of Finance review of project planning guides, but increasing the time for Finance review of preliminary plan packages for budget development, c) Board of Governors adoption of capital outlay budget requests, d) supplementing the Community College Construction Act to provide state matching funds for lease, rent, renovation, or alteration of facilities to be used temporarily, and e) giving the Board of Governors and local districts the option of revising the state and local share of capital outlay project costs should state funds not be available to cover 50 percent of all eligible projects.

4) New Sites

It is proposed that the Board's review of new colleges, campuses, and certain off-campus centers take place as part of the normal planning cycle. Suggested revisions of the Postsecondary Education Commission's procedures for the review of new campuses and off-campus centers are also included in the plan.

Second Year and Beyond

Further plans for the second year (1977-78) and beyond will be contained in the substantive solutions and future objectives developed during the 1976 planning round.

LOCAL PLANS

First Year

District plans approved by the Board of Governors for funding and implementation during 1976-77 include:

1) *Programs*

Districts' 5 year educational master plans indicate 440 new academic and vocational programs are scheduled for implementation during 1976-77. Not all of these programs will be submitted for review and approval to the Chancellor's Office. As districts continue to evaluate their program needs, specific priorities may be altered. Thus, some programs proposed for implementation during 1976-77 may be delayed for one or more years. Conversely, a district may identify need for a program that was not in its educational master plan. Such programs may be submitted for review and approval within the existing procedures.

The number of new programs planned in each major instructional discipline is indicated in the table below, along with the percentage increase in number of programs for each area.

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	*NUMBER OF PROGRAMS*		
	1975-76 Existing	*1976-77 Proposed*	*Percentage Increase*
Agriculture and Natural Resources	303	25	8.3
Architecture & Environmental Design	91	7	7.7
Regional Studies	13	3	23.1
Biological Sciences	176	5	2.9
Business & Management	896	32	3.6
Communications	137	9	6.6
Computer & Information Science	130	7	5.4
Education	338	19	5.6
Engineering and Related Fields	941	83	8.8
Fine & Applied Arts	516	27	5.2
Foreign Language	341	2	0.6
Health Services	451	87	19.3
Home Economics	237	28	11.8
Law	16	7	43.7

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	NUMBER OF PROGRAMS 1975-76 Existing	1976-77 Proposed	Percentage Increase
Letters	338	5	1.5
Library Science	55	5	9.1
Mathematics	103	1	1.0
Military Studies	1		
Physical Sciences	335	7	2.1
Psychology	97	2	2.1
Public Affairs & Services	314	38	12.1
Social Sciences	515	22	4.3
Commercial Services	99	5	5.1
Interdisciplinary Studies	159	3	1.9
Apprenticeship	320	11	3.4
Total	6922	440	6.4

The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. In terms of the number of new programs planned for implementation during 1976-77, engineering and health services are those with the largest expected growth.

2) Finance

The Board of Governor's Finance statement for 1976-77 proposes total state aid for Community College operations in the amount of $543 million, of which $435 million would be distributed for general formula allocation (apportionments). This amount is about equal to that anticipated under a continuation of the five percent cap. Unlike the cap, however, the Board proposal would be distributed for full growth on the basis of percentage equalizing. The Board proposal also calls for an 8.3 percent increase in the median revenue limit per ADA statewide (to $1,291), compared to a 5.3 percent increase anticipated under existing statutes (to $1,252). The Board proposal is compared with continuation of the status quo (both with and without the cap) in the table below.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
Estimated 75/76 With Cap	$ 871,894,610	$374,860,450	.430	.6283	$1,189 + 59	$511 + 6
Estimated 76/77						
(A) Status Quo						
With Cap	982,242,823	434,734,758	.443	.6292	1,252 + 63	558 + 43
Without Cap	982,464,572	471,367,628	.480	.5874	1,252 + 63	601
(B) Board Proposal	1,012,512,511	432,535,722	.427	.6665	1,291 +101	551 + 40

A-64

The state share of the statewide revenue limit would be about 43 percent. The Board proposal would authorize an increase of about 4 cents in the statewide average general purpose tax rate.

The effect of the Board proposal on individual district tax rates depends upon the relative wealth of the district, the growth of district ADA, and the proportion of defined adults in the district. Generally, the Board proposal distributes a greater proportion of state aid toward those districts with:

(1) low wealth,
(2) rapid growth, and
(3) a large percentage of defined adults.

The Board proposal will be phased in over a three year period to avoid disruptive effects on individual district tax rates.

3) *Facilities*

State funding for Community College capital outlay during 1976-77 is being requested in the amount of $85.3 million. This amount would fund 175 projects, and be used for:

Land Acquisition	*4.6%*
Working Drawings	*1.5%*
Construction	*17.0%*
Working Drawings & Construction	*73.8%*
Equipment	*3.1%*

State funding for 1975-76 is $20.4 million (54 projects) of a requested $57.8 million (83 projects), resulting in an unmet need of $37.4 million dollars--much of which has been carried forward to the 1976-77 budget request. This year's appropriation is from the Capital Outlay Fund for Public Higher Education. In order to meet capital outlay needs better, this fund should be augmented by General

or quarter, he must hold an appropriate California credential. Each issue.

4) *New Sites*

A new major center, now under construction, is planned to open during 1976-77 in San Francisco. This facility, a downtown educational center, will consolidate some of the outreach programs of the San Francisco district and will offer a wide variety of courses and programs. The center has been reviewed and approved by the Postsecondary Education Commission.

Second Year and Beyond

District plans tentatively proposed for funding and implementation during 1977-78 and beyond include:

1) *Programs*

The present distribution and future growth in Community College instructional programs is summarized using data from the Chancellor's Office inventory of academic programs and plans.

The largest number of programs currently are conducted in engineering and related fields, business and management, fine and applied arts, social science, and health services.

Total growth in new programs is expected to be 794 by 1980, an increase of 11.5% from the existing total of 6,922 programs. The greatest increase will be in the discipline of health services and engineering, accounting for 41.4% of all new programs. The addition of business, fine and applied arts, and public affairs then accounts for two-thirds of the new programs. Law, health services, regional studies, public affairs, and engineering will experience the greatest growth in percentage terms when compared to the number of programs now recorded for each discipline.

By 1980 it is expected that the disciplines of business, engineering, health services, fine and applied arts, and social sciences will account for nearly 50% of all program offerings in Community Colleges.

COMMUNITY COLLEGE PROGRAMS

CID	NUMBER OF PROGRAMS				
	1975-76 Existing	1976-77 To be Implemented	1977-78 To be Implemented	1978-79 To be Implemented	1979-80 To be Implemented
Agriculture & Natural Resources	303	25	11	2	6
Architecture & Environmental Design	91	7	3	2	
Regional Studies	13	3			
Biological Sciences	176	5	4	1	1
Business & Management	896	32	21	8	9
Communications	137	9	7	3	1
Computer & Information Science	130	7			
Education	338	19	3	1	
Engineering & Related Fields	941	83	64	16	12
Fine & Applied Arts	516	27	17	5	
Foreign Language	341	2	1		
Health Services	451	87	38	16	9

COMMUNITY COLLEGE PROGRAMS

CID	NUMBER OF PROGRAMS				
	1975-76 Existing	1976-77 To be Implemented	1977-78	1978-79	1979-80
Home Economics	237	28	9	4	1
Law	16	7		1	2
Letters	338	5	1		
Library Science	55	5		1	
Mathematics	103	1	1		
Military Studies	1				
Physical Sciences	335	7	5	4	1
Psychology	97	2			
Public Affairs & Services	314	38	16	3	5
Social Sciences	515	22	5	2	2
Commerical Services	99	5	3	4	2
Interdisciplinary Studies	159	3	2	1	
Apprenticeship	320	11	8	5	1
Total	6922	440	219	79	52

PROGRAM GROWTH WITHIN DISCIPLINES, 1975-1980

Discipline	Number of New Programs	Percent Increase in Programs
Engineering and Related Fields	178	18.5%
Health Services	151	33.5
Business and Management	70	7.8
Public Affairs and Services	62	19.8
Fine and Applied Arts	49	9.5
Agricultural and Natural Resources	44	14.5
Home Economics	42	17.7
Social Sciences	31	6.0
Apprenticeship	25	7.8
Education	23	6.8
Communications	20	14.6
Physical Sciences	17	5.1
Commercial Services	14	14.1
Architecture and Environmental Design	12	13.2
Biological Sciences	11	6.3
Law	10	62.5
Computer and Information Science	7	5.4
Letters	6	1.8
Library Science	6	10.9
Interdisciplinary Studies	6	3.8
Regional Studies	3	23.1
Foreign Language	3	0.9
Mathematics	2	1.9
Psychology	2	2.1
Military Studies	0	0
Total	794	11.5%

PERCENTAGE DISTRIBUTION OF PROGRAMS, 1980

Discipline	% of Total
Engineering and Related Fields	14.5
Business and Management	12.5
Health Services	7.8
Fine and Applied Arts	7.3
Social Sciences	7.1
Public Affairs and Services	4.9
Education	4.7
Physical Sciences	4.6
Foreign Language	4.5
Letters	4.5
Agriculture and Natural Resources	4.5
Apprenticeship	4.5
Home Economics	3.6
Biological Sciences	2.4

2) *Finance*

The table below summarizes plans for Community College districts in the years 1977-78 through 1980-81. This information assumes implementation of the Board of Governors finance proposal and a gradually decreasing rate of inflation over the next five years. It is also assumed that ADA growth will be decreasing from 3.8 percent in 1977-78 to 2.5 percent in 1980-81. Additional growth in ADA, or increases in rates of inflation, would require increased expenditures, both state and local.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

FISCAL YEAR STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
77/78	$1.136.055.781	$486,452,415	.428	.6849	$1,395 +104	$597 + 46
78/79	1,263,816,141	542,692,002	.429	.6975	1,501 +105	644 + 47
79/80	1,396,899,029	601,413,227	.431	.7125	1,607 +106	692 + 47
80/81	1,525,128,124	657,839,774	.431	.7192	1,711 +105	738 + 46

The State share of the statewide revenue limit is projected to remain at about 43 percent through 1980-81. Given the relatively modest growth in ADA projected for this period, the statewide revenue limit and the amount of state aid would increase by an average of about ten percent per year. Over the five years covered by this plan, this represents a fifty percent increase in state funding.

The impact of the Board finance program on local districts would continue to be phased in during the 1977-78 and the 1978-79 years. After 1978-79 the program would be fully implemented. Statewide, the increase in local general purpose tax rates is projected to be 3.5 cents over the four year period, raising the average statewide tax rate to about 72 cents by 1980-81. The average revenue limit per ADA increase ranges from 8.1 percent to 6.3 percent per year over the four year period, providing greater inflationary increases than the existing SB 6 provisions.

3) *Facilities*

Data for this analysis and the district planning profiles are taken from Community College Ten-Year Plans submitted November, 1974.

The apparent trend in future assignable square feet (ASF) of facilities is toward more space per student being available as a function of time. Most of the increase in space per weekly student contact hour (WSCH) falls in laboratory and "other" classificiations. Lecture (classroom) facilities are expected to remain relatively constant during the five year period, at about 31 ASF per 100 WSCH. Laboratory (class laboratory) space is expected to increase from the 1975-76 level of 72 ASF per 100 WSCH to a level of 80 ASF per 100 WSCH by 1979-80, an approximate 10 percent increase. This projected increase reflects a trend toward more instruction in labs and shops, particularly in vocational training.

Instructional space which falls into the "other" classification (library, audio-visual, auditorium and gymnasium space) is expected to increase from a level of 59 ASF per 100 WSCH in 1975-76 to a level of 66 ASF per 100 WSCH in 1979-80. This is due to the development of balanced campuses during the remainder of the 1970's.

There is significant difference in space available at campuses and centers. Factors which contribute to this difference in available space include (a) fewer administrative, faculty, and support services offices, (b) fewer maintenance facilities, and (c) a lack of specialized laboratory facilities, theaters, gymnasiums, and other support facilities at centers.

Total capital outlay funding (state and local) for new facilities, and the renovation and remodeling of existing facilities is projected at above $150,000,000 per year through 1978-79, with the largest amounts estimated for 1976-77 and 1977-78. The state share of the capital outlay funding is expected to remain at about 40 percent.

4) *New Sites*

A number of new Community College campuses are expected to be added by 1980. Three new campuses opened during the current academic year in the Lake Tahoe, San Jose, and South County Districts. A new center will be added in the San Francisco District in 1976-77. In 1977-78, new campuses are being planned for the West Valley, Grossmont and Saddleback Districts. During the same year, the Foothill and San Diego Districts will add new centers. The San Francisco District plans to add a new center during 1978-79.

COMMUNITY COLLEGE SITES

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	100	103	103	106	106	106
Centers	13	13	14	16	17	17
Other	N/A					
Total	113	113	117	122	123	123

DISTRICT PLANNING PROFILES

The following data are summarized, in part, from plans submitted by districts to the Chancellor's Office in November 1974. Subsequent budget negotiations and legislative action have modified the physical plan data. Fall 1975 enrollment projections have been published by the Department of Finance.

Many of these changes were incorporated in the more recent district academic and facilities plans submitted November 1975, which will form the basis of next year's local plans summary within the five year plan.

Most of the data are self-explanatory. The "CID" categories are defined following the profiles. Data in the column of "Fall 1975 Percentage Distribution of WSCH" which is entitled "VEA" refers to the percentage of weekly student contact hours recorded in that particular discipline category which was generated in courses qualified as part of a Vocational Education Act Program.

Projection of financial data include the impact of the state "cap" for 1975-76 but do not anticipate its continuation to later years. These projections were based upon Spring 1975 ADA projections by the Department of Finance and will be revised for more recent estimates of ADA in next year's plan.

DISTRICT PLANNING PROFILE

DISTRICT: SUMMARY

EDUCATION SITES DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	100	103	103	105	105	105
Centers	13	13	14	16	17	17
Other						
Total	113	113	117	121	122	122

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		1,106,227	1,164,793	1,199,045	1,216,340	1,240,871	1,259,611
# Full-time							
# Day							
Median Age							
Weekly	(Semesters)	10,118,375	10,622,882	10,890,257	11,034,129	11,271,082	11,430,922
Student	(Quarters)	77,507	122,441	163,902	130,690	267,535	321,841
Contact	Other	959,116	977,764	981,351	968,528	910,339	885,112
Hours	Total	11,155,082	11,721,087	12,035,510	12,133,347	12,448,956	12,637,875

PROGRAM DATA:

CID	NUMBER OF PROGRAMS Implemented 1974-75 ALL	1974-75 OE	1975-76 ALL	1975-76 OE	1976-77 ALL	1976-77 OE	1977-78 ALL	1977-78 OE	1978-79 ALL	1978-79 OE
0100	303		25		11		2		6	
0300	91		7		3		2			
0302	13		3							
0400	176		5		4		1		1	
0500	896		32		21		8		9	
0600	137		9		7		3		1	
0700	130		7							
0800	338		19		3		1			
0900	342		23		64		16		12	
1000	516		27		17		5			
1100	341		2		1					
1200	451		87		38		16		9	
1300	237		28		9		4		1	
1400	16		7				1		2	
1500	338		5		1					
1600	55		5				1			
1700	103		1		1					
1800	1									
1900	335		7		5		4		1	
2000	97		2							
2100	314		38		16		3		5	
2200	515		22		5		2		2	
3000	99		5		3		4		2	
4900	153		3		2		1			
5300	320		11		8		5		1	
Total	6923		440		215		73		52	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPES:					
1. Instructional	17447.1	18220.1	19453.1	20339.8	20766.7
a. Lecture	3316.7	3321.1	3498.2	3621.2	3655.7
b. Lab	7734.0	8056.1	8640.7	9116.4	9360.2
c. Other	6396.4	6842.9	7314.2	7602.2	7750.8
d. ASF/VEH	162.4	164.8	173.3	176.3	176.7
2. Non-Instructional	6720.7	7116.1	7517.9	7975.6	8248.3
Total	24166.1	25336.2	26971.0	28315.4	29015.0
SITES:					
1. Campus(es)	24000.7	25102.3	26746.4	27984.7	28633.1
2. Center(s)	167.0	207.8	229.0	346.2	367.5
Total	24167.7	25310.1	26975.4	28330.9	29000.6
FUNDING OF NEW PLANT:	(in $10,000's)				
1. State	5781.4	7823.5	7615.3	7649.2	
2. Local	9342.1	10673.3	10731.5	8130.0	
3. Other					
Total	15123.6	18496.8	18346.9	15779.2	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid %	General Purpose Tax	Resident ADA Total	Resident ADA % Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75	742,830,013	1,118	335,667,511	505	45	.5750	664,298	20	106,609	
1975-76	860,343,295	1,190	377,414,810	542	44	.6161	722,836	21	108,446	
1976-77	955,740,713	1,253	451,551,245	592	47	.5847	762,994	21	113,013	
1977-78	1,020,774,064	1,315	477,735,308	616	47	.5778	766,066	21	121,109	
1978-79	1,088,620,328	1,378	503,546,575	638	46	.5711	789,826	21	129,702	
1979-80	1,157,084,195	1,442	538,013,557	663	46	.5649	802,670	21	137,844	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.5	0.1	42.9	1.8	46.4	1.5	0.8
1975-76	6.1	0.4	38.7	1.8	50.8	1.4	0.8

DISTRICT PLANNING PROFILE

DISTRICT: ALLAN HANCOCK

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		13,230	13,568	13,745	13,772	13,828	14,075
FTE		43.3	45.3	44.3	43.8	43.2	42.6
Median Age							
Weekly Student Contact Hours	Campus(es)	78,138	81,388	83,755	83,921	84,267	84,771
	Center(s)						
	Other	30,549	31,820	32,746	32,811	32,946	33,534
	Total	108,687	113,208	116,501	116,732	117,213	119,305

PROGRAM DATA:

CID	Fall 1973 % distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VCA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
2200	1.3				3				1					
0300					1									
0900														
1400					1									
0500	0.5				8									
0600					2									
0700					4									
0800	21.0	56.1			3									
0900	8.0				7						1			
1000	6.8				7									
1100	3.5				4									
1200	5.3	84.5			3				1					
1300	11.1				2									
1400														
1500	6.9				4									
1600														
1700	0.7				1									
1800														
1900	0.7				4									
2000					1									
2100	20.0				2				1					
2200	2.0				4									
3000	3.0				1									
5100	8.4				1									
5300					11									
Total	100.0	16.2			74				3		1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	153.7	153.7	169.9	169.9	
a. Lecture	34.0	34.0	34.1	34.1	
b. Lab	62.0	62.0	62.0	62.0	
c. Other	57.7	57.7	73.8	73.8	
d. 100 ASF/WSCH	188.8	183.5	202.5	201.6	
2. Non-Instructional	65.7	65.7	65.5	65.5	
Total	219.4	219.4	235.4	235.4	
SITE:					
1. Campus(es)	219.5	219.4	235.4	235.4	
2. Center(s)					
Total	219.5	219.4	235.4	235.4	
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	931.9	191.8			
2. Local	283.1	58.3			
3. Other					
Total	1214.9	250.1			

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	6,649,546	976	5,080,671	746	76	.4989	6,814	21	48,272	
1975-76	7,895,148	1,055	5,699,447	796	72	.5860	7,481	21	47,969	
1976-77	8,855,380	1,121	6,726,430	852	76	.5064	7,897	21	49,987	
1977-78	9,538,063	1,187	7,184,328	894	75	.5149	8,033	21	53,563	
1978-79	10,247,471	1,253	7,655,056	936	75	.5212	8,176	22	57,362	
1979-80	10,962,562	1,319	8,146,260	980	74	.5247	8,309	21	60,960	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.3		71.1	1.7	19.7	0.9	0.2
1975-76	6.1		70.0	2.2	21.3	0.5	

DISTRICT PLANNING PROFILE

DISTRICT: ANTELOPE VALLEY

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		4,835	5,010	5,059	5,074	5,100	5,094
% Full-time							
% Day		54.0	50.3	50.5	50.5	50.4	50.4
Median Age							
Weekly Student Contact Hours	Campus(es)	49,917	51,724	52,230	52,385	52,653	52,591
	Center(s)						
	Other	367	380	384	385	387	387
	Total	50,284	52,104	52,614	52,770	53,040	52,978

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	2.1	100.0			4									
0200	0.9	100.0			1									
0300														
0400	5.2				1									
0500	0.4	100.0			5									
0600	0.6				1									
0700	1.2	100.0			1									
0800	13.7	17.2			4									
0900	12.1	100.0			11									
1000	9.2	100.0			5									
1100	1.9	26.0			3									
1200	4.9	100.0			7									
1300	1.5	100.0			2									
1400														
1500	12.4				6									
1600	0.2	100.0			1									
1700	6.9				1									
1800														
1900	5.8				4									
2000	4.1				2									
2100	1.0	100.0			5									
2200	15.6				9									
3000					1									
4900	0.7	100.0			6									
5300														
Total	100.4	29.5			79									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	145.1	150.0	155.0	155.0	155.1
a. Lecture	31.6	32.6	35.0	35.0	35.0
b. Lab	67.1	71.0	73.6	73.6	73.7
c. Other	46.4	46.4	46.4	46.4	46.4
d. ASF/100 WSCH	280.5	287.2	295.9	294.[illegible]	294.9
2. Non-Instructional	18.3	18.3	18.3	18.3	18.3
Total	163.4	168.3	173.3	173.3	173.4
SITE:					
1. Campus(es)	163.4	168.3	173.3	173.3	173.4
2. Center(s)					
Total	163.4	168.3	173.3	173.3	173.4
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State					
2. Local	130.7	39.0	236.0	326.1	
3. Other					
Total	130.7	39.0	236.0	326.1	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	3,044,371	986	1,022,910	331	34	.4155	3,088	22	142,749	
1975-76	3,537,607	1,054	1,380,610	425	39	.4794	3,357	23	131,310	
1976-77	3,968,571	1,120	1,675,204	473	42	.4615	3,544	23	136,820	
1977-78	4,274,809	1,186	1,759,013	488	41	.4649	3,605	23	146,610	
1978-79	4,592,854	1,252	1,838,281	501	40	.4672	3,669	23	157,018	
1979-80	4,914,076	1,318	1,931,785	518	39	.4685	3,729	23	166,851	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.7		37.1	0.6	54.1	0.3	0.2
1975-76	8.5		33.5	0.6	57.0	0.3	0.1

DISTRICT PLANNING PROFILE

DISTRICT: BARSTOW

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Sites	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Actual Fall Enrollment		1,526	1,639	1,669	1,684	1,707	1,701
Percent Change							
ADA		49.2	54.0	54.4	54.7	54.7	54.7
Student Hours	(Campus(es))	19,156	21,073	22,364	22,535	22,797	22,728
Contact Hours	(Other(s))	629					
	(Total)	19,785	21,073	22,364	22,535	22,797	22,728

PROGRAM DATA:

Code	1973 % Distribution of ADA	1974-75 ADA	1974-75 OE	Number of Programs Implemented 1975-76 ALL	1975-76 OE	1976-77 ALL	1976-77 OE	1977-78 ALL	1977-78 OE	1978-79 ALL	1978-79 OE	1979-80 ALL	1979-80 OE
2xxx				1									
3000													
3100													
3200	3.3			1									
3300	11.9	100.0		6									
3400	0.8			1									
3500	1.3	100.0											
3600	15.9	19.1		1									
3700	6.2	100.0		3									
3800	6.2	100.0		2									
3900	5.2			2									
4000	3.4			1									
4100	2.4	100.0		2									
4200													
4300	11.9			2									
4400													
4500	8.5			1									
4600													
4700	4.2			2									
4800	1.1			1									
4900	3.5	100.0		2									
5000	12.2			2	2								
5100													
5200	0.7												
5300	1.3												
Total	100.0	32.0		31	2								

PHYSICAL PLANT DATA:

CATEGORY	Assignable Square Feet (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPES:					
1. Instructional	45.0	45.0	45.0	53.3	53.3
a. Lecture	5.7	5.7	5.7	7.3	7.3
b. Lab	19.0	19.0	19.0	24.1	24.1
c. Other	20.3	20.3	20.3	21.9	21.9
2. Non-ASF	213.5	201.2	199.7	233.8	234.5
3. Other (Maintenance, Storage)	31.5	31.5	31.5	32.2	32.2
Total	76.5	76.5	76.5	85.5	85.5
SITES:					
1. Campus(es)	76.5	76.5	76.5	85.5	85.5
2. Center(s)					
Total	76.5	76.5	76.5	85.5	85.5
FUNDING OF NEW PLANTS (in $1,000's)					
1. State		74.8		134.1	
2. Local	308.0	101.2		314.5	
3. Other					
Total	308.0	176.0		448.6	

FINANCIAL DATA (SF 6 Simulation No. 1):

School Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid %	General Purpose Tax	Resident ADA Total	Resident ADA % Change	Assessed Valuation Per ADA	Current Expense Per ADA
1974-75	1,632,636	1,437	633,546	563	33	.8573	1,136	15	108,160	
1975-76	1,345,522	1,592	721,009	605	37	.9306	1,222	1	105,274	
1976-77	2,113,264	1,639	854,165	663	40	.8685	1,289	13	103,782	
1977-78	2,213,138	1,688	905,093	690	41	.8167	1,311	13	117,654	
1978-79	2,318,485	1,738	955,442	716	41	.7758	1,334	13	126,032	
1979-80	2,425,762	1,789	1,010,576	745	42	.7415	1,356	13	133,096	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.1	4.1	36.5	0.7	50.6	0.0	0.1
1975-76	6.1	3.5	35.6	0.8	53.5	0.4	

DISTRICT PLANNING PROFILE

DISTRICT: BUTTE

EDUCATION SITES DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

TERM		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		5,161	5,441	5,635	5,752	5,822	6,061
FTE time							
Fall		51.8	46.1	44.7	44.0	43.6	42.9
Median Age							
Weekly Student Contact Hours	Campuses	57,365	60,480	62,634	63,934	64,712	67,369
	Centers						
	Other	3,019	3,180	3,296	3,364	3,405	3,545
	Total	60,384	63,660	65,930	67,298	68,117	70,914

PROGRAM DATA:

	Fall 1979 % Distribution of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	ADA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
2200	5.7	96.5			19									
3100														
3200														
3400	3.1				5									
3500	9.6	100.0			11									
3600	2.1				3									
3700	1.4	100.0			3									
3800	9.5				2									
3900	8.0	89.4			7									
4000	7.8				6									
4100	1.5				4									
4200	5.4	100.0			6		1							
4300	1.8	100.0			3		1							
4400														
4500	8.8				6									
4600														
4700	6.5				1									
4900	5.8				4								1	
5000	4.4				1									
5100	6.0	94.3			4									
5000	11.8				7						1			
5200	0.1	100.0												
5400					3									
5300	0.6	100.0			2									
Total	99.9	37.3			97		2				1		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	141.5	142.3	142.3	129.6	129.6
a. Lecture	24.7	24.7	24.7	28.1	28.1
b. Lab	50.8	51.6	51.6	58.5	58.5
c. Other ASF/	66.0	66.0	66.0	43.0	43.0
d. 100 WSCH	234.8	227.2	222.6	200.3	192.4
2. Non-instructional	21.2	54.6	54.6	88.0	125.4
Total	162.7	196.9	196.9	217.6	255.0
SITE:					
1. Campus(es)	162.7	196.9	196.9	217.6	255.0
2. Center(s)					
Total	162.7	196.9	196.9	217.6	255.0
FUNDING OF NEW PLANTS			(in $1,000's)		
1. State	310.7		1031.6	669.7	
2. Local	524.9		989.1	944.6	
3. Other					
Total	835.6		2020.7	1614.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	3,342,256	1,116	1,410,930	471	42	.5049	2,995	12	127,974	
1975-76	3,613,953	1,177	1,437,080	468	40	.4793	3,071	13	140,495	
1976-77	4,020,548	1,241	1,645,882	508	41	.4746	3,240	13	146,484	
1977-78	4,300,667	1,305	1,728,826	525	40	.4711	3,295	13	157,002	
1978-79	4,591,201	1,370	1,805,531	539	39	.4677	3,352	13	169,222	
1979-80	4,886,694	1,434	1,896,227	552	39	.4645	3,407	13	171,747	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.5	2.4	33.7	4.3	51.4	1.6	1.0
1975-76	7.5	1.8	30.9	2.9	54.2	2.0	0.7

DISTRICT PLANNING PROFILE

DISTRICT: CABRILLO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		8,171	9,005	9,598	9,941	10,274	10,585
% Full-Time							
% Day		69.0	68.4	68.3	68.2	68.0	67.9
Average Age							
Weekly Student Contact Hours	Campus(es)	94,803	103,104	109,110	112,992	116,763	120,238
	Center(s)						
	Other						
	Total	94,803	103,104	109,110	112,992	116,763	120,238

PROGRAM DATA:

CIP	Fall 1973 % Distribution of FTE		NUMBER OF PROGRAMS									
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE
0100					2							
0200					1							
0300												
0400	4.7	17.1			1							
0500	7.2	100.0			5				1			
0600	0.4				1				1			
0700	0.5	100.0			1							
0800	15.0	23.3			5							
0900	4.1	89.9			8		1		2			
1000	12.2	9.0			7				3			
1100	5.0				6		1					
1200	7.9	100.0			5		1					
1300	2.3	100.0			2		1					
1400							1					
1500	11.8				3							
1600	0.2	100.0			1							
1700	5.2				1							
1800												
1900	8.2	10.7			4							
2000	3.7				1		1					
2100	2.8	95.7			3							
2200	9.7				6							
3000												
4900												
5900	1.2	96.0			1							
Total	100.1	29.9			64		5		7			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	159.4	159.4	197.5	197.5	197.5
a. Lecture	22.0	22.0	28.1	28.1	28.1
b. Lab	71.8	71.8	102.4	102.4	102.4
c. Other	65.6	65.6	67.0	67.0	67.0
d. ASF/100 WSCH	154.6	146.1	174.8	169.1	164.3
2. Non-Instructional	56.9	56.9	60.1	60.1	60.1
Total	216.3	216.3	257.6	257.6	257.6
SITE:					
1. Campus(es)	216.3	216.3	257.6	257.6	257.6
2. Center(s)					
Total	216.3	216.3	257.6	257.6	257.6
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	3077.3	249.0	157.1	35.1	
2. Local	2467.4	199.7	186.5	28.1	
3. Other					
Total	5544.7	448.7	343.6	63.2	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	6,161,798	1,035	3,430,264	576	56	.5220	5,954	16	90,400	
1975-76	7,380,878	1,117	3,690,835	589	50	.5552	6,607	17	96,129	
1976-77	8,249,965	1,183	4,456,251	639	54	.5135	6,973	17	100,191	
1977-78	8,857,581	1,249	4,720,608	666	53	.5138	7,091	17	107,391	
1978-79	9,489,975	1,315	4,983,430	691	53	.5134	7,216	17	115,029	
1979-80	10,127,826	1,381	5,269,787	719	52	.5123	7,333	17	122,249	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3	0.2	51.8	2.7	37.5	1.0	2.5
1975-76	4.7	0.1	46.8	2.2	43.4	0.6	2.2

DISTRICT PLANNING PROFILE

DISTRICT: CERRITOS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	1	1	1	1	1	1
Center(s)						
Other						
Total						

STUDENT DATA:
C-T&R

		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		20,427	21,039	21,055	20,894	20,920	20,904
% Full-time							
% Day		51.8	43.9	43.8	43.7	43.5	43.2
Median Age							
Weekly Student Contact Hours	Campus(es)	189,166	194,833	194,983	193,446	193,732	193,584
	Center(s)						
	Other	8,976	9,245	9,251	9,181	9,192	9,185
	Total	198,142	204,078	204,234	202,627	202,924	202,769

PROGRAM DATA:

CID	Fall 1973 % Enrollment		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.1	100.0			4		1							
0200	0.5	100.0			2									
0300														
0400	4.5				4									
0500	17.6	100.0			13		2							
0600	0.4	6.2			2									
0700	2.0	100.0			5									
0800	12.3	8.3			6									
0900	3.8	1.2			18		2				1			
1000	7.5	51.3			4		2							
1100	2.6				3									
1200	5.9	100.0			11		1		2					
1300	0.9	100.0			1									
1400														
1500	10.3				3									
1600														
1700	5.9	9.3			1									
1800														
1900	5.0	45.0			4									
2000	3.8				1									
2100	2.9	100.0			3									
2200	8.8				7									
2000	2.1	100.0			3									
4900		100.0												
5300	3.2	100.0			1									
Total	100.1	2.4			96		8		2		1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	297.6	301.9	346.5	352.9	352.9
a. Lecture	64.9	64.3	64.3	64.3	64.3
b. Lab	125.0	129.9	174.5	180.9	180.9
c. Other	107.7	107.7	107.7	107.7	107.7
d. ADF/ ADA	152.7	154.8	179.1	182.2	182.3
2. Non-Instructional	156.5	160.5	161.2	161.5	161.5
Total	454.1	462.4	507.7	514.4	514.4
SITE:					
1. Campus(es)	454.1	462.4	507.7	514.4	514.4
2. Center(s)					
Total	454.1	462.4	507.7	514.4	514.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1432.7	263.2	764.3	212.3	
2. Local	802.6	151.6	476.0	123.4	
3. Other					
Total	2235.3	414.8	1240.3	335.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,912,368	1,020	8,073,355	638	63	.5370	12,657	22	74,677	
1975-76	15,021,064	1,083	9,035,480	680	60	.5480	13,865	23	75,649	
1976-77	16,822,326	1,149	10,752,011	735	64	.4992	14,636	23	78,830	
1977-78	18,094,577	1,215	11,447,760	769	63	.5018	14,888	23	84,471	
1978-79	19,416,751	1,281	12,154,545	802	63	.5032	15,153	23	90,463	
1979-80	20,748,305	1,347	12,905,140	838	62	.5032	15,399	23	96,139	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.9		58.7	0.3	34.7	1.0	0.5
1975-76	4.4		54.6	0.3	39.6	0.8	0.3

DISTRICT PLANNING PROFILE

DISTRICT: CHAFFEY

EDUCATION SITE(S) DATA:

Location	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Enrollment		12,227	13,085	13,863	14,152	14,445	14,722
Female							
Male		47.2	41.8	42.0	42.6	43.4	44.0
Median Age							
Student Contact Hours	Credit(s)	127,730	135,877	144,027	147,082	150,167	152,384
	Other	6,323	6,380	6,380	6,380	6,380	6,380
	Total	134,053	142,257	150,407	153,462	156,547	158,764

PROGRAM DATA:

	Percent 1973 FTE Day Credit		Number of Programs Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	Occ	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
	0.1	47.1			1									
					2									
	4.8	9.7			4									
	14.0	100.0			16									
	0.5				1									
	1.2	100.0			1									
	9.4	7.7			6		1							
	8.5	99.0			15		1							
	3.4	29.1			6		2							
	1.3	5.5			3									
VE	6.5	61.8			11		1		1					
	5.5	62.5			5									
	12.4	7.0			3		1							
	0.1	100.0			1									
	5.6	24.6			1									
	4.8				3									
	4.4	27.2			2									
	4.0	100.0			5		1							
	9.7				3		1							
	0.2				2									
					1									
Total	100.0	43.7			93		8		1					

PHYSICAL PLANT DATA:

Data/Code	Assignable Square Feet (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	171.0	189.2	205.7	234.6	234.6
a. Lecture	35.2	36.1	40.9	43.7	43.7
b. Lab	65.6	82.9	94.6	108.3	108.3
c. Other	70.2	70.2	70.2	82.6	82.6
d. ASF/100 WSCH	125.8	131.4	139.9	156.2	154.0
2. Non-Instructional	81.6	82.2	89.6	93.4	93.4
Total	252.6	271.4	295.3	328.0	328.0
SITE:					
1. Campus(es)	252.6	271.4	295.3	328.0	328.0
2. Center(s)					
Total	252.6	271.4	295.3	328.0	328.0
FUNDING OF NEW FACILITY:		(in $1,000's)			
1. State	1625.5	568.2	1884.0	68.3	
2. Local	1558.6	544.8	1806.5	84.7	
3. Other					
Total	3184.1	1113.0	3690.5	173.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	8,817,607	1,064	4,726,443	572	54	.5330	8,264	18	93,326	
1975-76	10,851,464	1,158	5,355,443	617	49	.6235	9,372	19	91,139	
1976-77	12,098,114	1,223	6,685,498	676	55	.5496	9,892	19	94,983	
1977-78	12,959,896	1,288	7,095,960	705	55	.5457	10,060	19	101,802	
1978-79	13,857,952	1,354	7,507,592	733	54	.5417	10,238	19	109,035	
1979-80	14,762,964	1,419	7,951,003	764	54	.5375	10,404	19	115,875	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.9		50.1	3.4	39.5	0.5	0.4
1975-76	4.6		45.3	3.1	46.4	0.5	

DISTRICT PLANNING PROFILE

DISTRICT: CITRUS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		8,940	9,266	9,378	9,396	9,492	9,569
% Full-time							
% Day		49.7	47.8	48.3	48.6	48.7	48.7
Man-days							
Weekly Student Contact Hours	Campus(es)	117,048	121,280	122,734	122,967	124,213	125,213
	Center(s)						
	Other	960	1,031	1,056	1,060	1,081	1,098
	Total	118,008	122,311	123,790	124,027	125,294	126,311

PROGRAM DATA:

CIP	Fall 1974 % Full-time Student Hours		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VE	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.1				1		1				1			
0500					1									
0700														
0800	3.8				1									
0900	13.0	31.4			10									
0400	2.5				1									
0200	2.4	100.0			3									
0600	8.0	2.0			2				1					
0300	12.7	90.7			13		2							
1000	8.8	3.9			5									
2100	2.5				3									
1200	5.6	81.0			5				2					
1300	0.2	100.0									2			
1400					1									
1500	9.1				1									
1600	0.4	100.0			1									
2700	4.9	1.6			1									
1900	0.2													
1700	4.0				1									
2000	5.4				1									
2100	2.4				2									
0200	8.3				3									
3000	5.3	100.0			1									
4200	0.7				6									
5200														
Total	100.3	39.2			69		3		3		3			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	246.8	246.8	246.8	259.8	259.8
a. Lecture	46.5	46.5	46.5	48.8	48.8
b. Lab	120.7	120.7	120.7	126.7	126.7
c. Other	79.6	79.6	79.6	84.3	84.3
d. ADF/ ADD WEIGHT	203.5	201.1	207.7	209.2	207.5
2. Non-instructional	79.8	79.8	79.8	80.0	80.0
Total	326.6	326.6	326.6	339.8	339.8
SITE:					
1. Campus(es)	326.6	326.6	326.6	339.8	339.8
2. Center(s)					
Total	326.6	326.6	326.6	339.8	339.8
FUNDING OF NEW PLANT:		(In $1,000's)			
1. State		84.2			
2. Local		30.2		572.3	
3. Other					
Total		114.4		572.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	6,840,283	1,071	4,722,217	740	69	.4876	6,385	15	63,416	
1975-76	7,744,782	1,143	5,390,184	795	69	.5531	6,774	15	62,763	
1976-77	8,645,214	1,209	6,096,872	853	71	.5278	7,149	15	65,418	
1977-78	9,271,286	1,275	6,504,625	895	70	.5254	7,270	15	70,119	
1978-79	9,921,374	1,341	6,921,555	936	70	.5228	7,397	15	75,117	
1979-80	10,578,379	1,407	7,857,816	979	70	.5148	7,517	15	79,832	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.3		62.0	1.8	28.3	1.6	1.0
1975-76	7.3		60.0	2.3	22.[illegible]	1.3	1.1

DISTRICT PLANNING PROFILE

DISTRICT: COACHELLA VALLEY

EDUCATIONAL SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total FTE Enrollment		5,750	6,104	6,248	6,347	6,470	6,657
# Full-time							
# Part-time		40.0	40.5	40.4	40.2	40.1	39.8
Weekly Student Contact Hours	Day(s+e)	47,610	50,541	51,800	52,553	53,572	55,120
	Center(s)						
	Other	4,140	4,395	4,432	4,570	4,658	4,793
	Total	51,750	54,936	56,232	57,123	58,230	59,913

PROGRAM DATA:

FID	% of Total ADA		NUMBER OF PROGRAMS Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79	
	A	OEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
1000	2.9	94.8			8		2					
1100	0.5	92.2			4		1					
1150												
1200	5.6	46.7			5							
1300	12.9	39.6			15							
1400	0.7				1							
1500	0.5	6.7			1							
1550	8.4	5.4			6							
1600	3.1	98.5			12		4					
1800	10.5	1.9			3		1					
1900	4.2				1							
2000	8.2	93.2			5		2					
2100	2.3	3.3			1		4					
2400					1							
2500	15.2	0.6			4							
2600		100.0			2							
2700	3.3	2.2			1							
2800												
2900	4.7				5							
3000	4.2	0.4			1							
3100	4.2	100.0			5							
3200	0.1				6							
3300	0.3	32.6			1		1					
3400	0.8											
3500	0.3	100.0			6							
Total	30.8	41.2			39		15		1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	104.1	110.2	114.7	114.7	120.9
a. Lecture	21.5	22.2	23.5	23.5	26.6
b. Lab	43.4	48.8	52.0	52.0	55.1
c. Other	39.2	39.2	39.2	39.2	39.2
ASF/ d. 100 WSCH	206.0	212.7	218.3	214.1	214.3
2. Non-Instructional	55.5	56.6	57.4	57.4	57.7
Total	159.6	166.8	172.1	172.1	178.6
SITE:					
1. Campus(es)	159.6	166.8	172.1	172.1	178.6
2. Center(s)					
Total	159.6	166.8	172.1	172.1	178.6
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State			15.7	12.4	
2. Local			1833.8	145.2	
3. Other					
Total			1849.5	157.6	

FINANCIAL DATA (SB 8 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	4,554,130	1,209	829,450	221	18	.6290	3,760	20	169,185	
1975-76	6,319,772	1,451	1,040,742	264	16	.7338	4,356	20	159,180	
1976-77	6,309,930	1,303	1,602,659	349	23	.6620	4,598	20	165,882	
1977-78	7,275,435	1,356	1,657,653	355	23	.6399	4,676	20	177,795	
1978-79	7,661,990	1,610	1,701,735	358	22	.6202	4,759	20	190,417	
1979-80	8,953,400	1,775	1,866,229	365	22	.6034	4,837	20	202,334	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	10.1		20.6	0.6	66.3	2.3	0.3
1975-76	10.1		12.6	0.3	75.6	1.3	0.1

DISTRICT PLANNING PROFILE

DISTRICT: COAST

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		42,551	45,497	46,817	47,333	48,899	50,052
% Full-time							
% Day		47.9	50.7	49.7	46.2	49.5	49.2
Median Age							
Weekly Student Contact Hours	Campus(es)	406,511	434,655	447,266	452,197	467,157	478,172
	Center(s)						
	Other	14,744	15,765	16,222	16,400	16,943	17,343
	Total	421,255	450,420	463,488	468,597	484,100	495,515

PROGRAM DATA:

CID	Total FY 1975-76 ADA		NUMBER OF PROGRAMS Implemented 1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	1.2	81.6			4								1	
0200	1.2	98.2			4		1							
0300														
0400	5.9	26.2			4									
0500	1.8	81.4			18		1		1		1			
0600	0.1	74.4			2				1					
0700	1.6	90.5			1									
0800	9.5	18.9			10									
0900	7.4	81.9			19								1	
1000	12.0	12.8			10									
1100	2.9	1.5			5									
1200	3.6	98.0			11		5		3		1		1	
1300	2.4	89.0			5									
1400					1		1							
1500	9.5	3.4			7									
1600														
1700	4.9	9.9			2									
1800														
1900	4.1	38.2			6		1							
2000	4.6	5.4			2									
2100	2.2	100.0			3		2							
2200	9.0	15.6			10				1					
2300	2.1	99.0			2								1	
4900	0.3	5.5			5									
5300	0.6	100.0												
Total	100.1	41.3			131		12		7		2		4	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1976-77	1977-78	1978-79	1979-80
TYPE:				
1. Instructional	270.4	270.4	297.6	307.6
a. Lecture	49.8	49.8	55.3	55.3
b. Lab	119.0	119.0	140.7	150.7
c. Other	101.6	101.6	101.6	101.6
d. ASF/100 WSCH	62.2	60.5	59.8	63.7	64.3
2. Non-Instructional	83.7	84.2	112.9	113.6
Total	354.1	354.6	410.5	421.2
SITES:				
1. Campus(es)	354.1	354.6	354.6	410.5	421.2
2. Center(s)					
Total	354.1	354.6	354.6	410.5	421.2
FUNDING OF NEW PLANTS	(in $1,000's)			
1. State	1091.3	6057.1	2769.3	2730.6	
2. Local	641.7	2405.2	2901.9	1022.8	
3. Other					
Total	1733.0	8462.3	5671.2	3753.4	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid %	General Purpose Tax	Resident ADA Total	Resident ADA % Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75	22,229,672	1,019	13,136,219	602	59	.5956	21,806	27	72,531	
1975-76	27,140,982	1,109	14,901,482	651	55	.7038	24,465	28	72,087	
1976-77	30,361,241	1,175	18,194,342	704	60	.6305	25,831	28	75,102	
1977-78	32,625,949	1,241	19,372,483	737	59	.6301	26,282	28	80,457	
1978-79	34,980,259	1,307	20,570,710	709	59	.6283	26,756	28	86,144	
1979-80	37,343,576	1,373	21,848,477	804	59	.6254	27,191	28	91,747	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.0		47.7	6.3	37.2	2.7	1.1
1975-76	8.3		45.9	7.8	37.3	1.5	1.3

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DISTRICT PLANNING PROFILE

DISTRICT: COMPTON

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Enrollment		6,180	6,451	6,551	6,565	6,620	6,661
Full Time							
ADA		52.5	59.9	60.2	60.5	60.6	60.7
Median Age							
Weekly Student Contact Hours	(Campuses)	67,797	70,451	71,471	71,628	72,144	72,603
	(Centers)						
	Other	1,509	1,800	1,900	1,900	2,000	2,000
	Total	69,306	72,251	73,371	73,528	74,144	74,603

PROGRAM DATA:

CIP	Fall 1973 Enrollment of ...		NUMBER OF PROGRAMS									
			1974-75	Implemented								
				1975-76		1976-77		1977-78		1978-79		1979-80	
	ADA	VEA	ADA	OE	ALL	OE	ADA	OE	ADA	OE	ADA	OE	ALL	OE
0100		100.0												
0200		100.0												
0300														
0400	4.5	0.5			3									
0500	15.3	100.0			7									
0600	0.1	8.5			1									
0700	2.4	100.0			3									
0800	8.3	9.6			3									
0900	7.0	100.0			5									
1000	6.3	16.1			7									
1100	1.1				3									
1200	5.4	100.0			7		1		2					
1300	2.6	100.0			5									
1400														
1500	13.1				5									
1600														
1700		100.0			1									
1800	5.8													
1900	5.9	1.2			3									
2000	6.4	2.2			1									
2100	3.9	100.0			2									
2200	11.6	1.6			5									
4900	0.3	100.0			1									
2400					1									
Total	100.0	38.0			63		1		2					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	148.7	147.1	155.2	160.2	165.3
a. Lecture	34.5	30.4	31.2	33.2	34.0
b. Lab	56.9	56.9	56.5	59.5	63.8
c. Other ASF	57.3	59.8	67.5	67.5	67.5
d. 100 WSCH	211.1	205.8	216.7	222.1	227.7
2. Non-Instructional	27.6	29.5	30.0	31.0	38.9
Total	176.3	176.6	185.2	191.2	204.2
SITE:					
1. Campus(es)	176.3	176.6	185.2	191.2	204.2
2. Center(s)					
Total	176.3	176.6	185.2	191.2	204.2
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	540.4				
2. Local	629.8			539.5	
3. Other					
Total	1170.2			539.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,813,493	1,024	2,785,566	592	58	.4790	4,702	13	102,660	
1975-76	5,265,101	1,087	3,137,138	648	60	.3505	4,845	11	106,325	
1976-77	5,893,806	1,153	3,563,827	697	60	.3500	5,113	11	110,827	
1977-78	6,336,073	1,219	3,780,671	727	60	.3513	5,199	11	118,803	
1978-79	6,794,831	1,285	3,996,085	756	59	.3534	5,289	11	127,292	
1979-80	7,261,417	1,351	4,229,274	787	58	.3549	5,376	11	135,250	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	14.7		48.6	0.2	33.6	2.5	0.3
1975-76	19.4		41.0	0.2	36.5	2.6	0.3

DISTRICT PLANNING PROFILE

DISTRICT: CONTRA COSTA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	3	3	3	3	3	3
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Population		26,463	27,888	28,318	28,534	28,676	28,763
% Full-time							
% Day		64.7	62.3	62.5	62.6	62.7	62.6
Median Age							
Weekly Student Contact Hours	Campus(es)	299,830	315,929	320,799	323,246	324,856	325,839
	Center(s)						
	Other	7,141	7,572	7,690	7,748	7,787	7,811
	Total	306,971	323,501	328,489	330,994	332,643	333,650

PROGRAM DATA:

Fall 1973 % Distribution of FTE			NUMBER OF PROGRAMS									
			1974-75		Implemented							
					1975-76		1976-77		1977-78		1978-79	
AVG	DEV	AVG	DEV	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100						1							
0200				2									
0300													
0400				2									
0500				22									
0600				3									
0700				3									
0800				11									
0900				23									
1000				14									
1100				7									
1200				15									
1300				10									
1400													
1500				14									
1600				1									
1700				3									
1800													
1900				12									
2000				2									
2100				7									
2200				23									
2300				3									
4900				7									
5200				8									
Total				192		1							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	538.9	536.9	542.0	542.0	585.9
a. Lecture	84.9	84.4	87.1	87.1	87.9
b. Lab	211.4	216.2	219.4	219.4	248.6
c. Other ASF	168.7	167.4	167.7	166.8	179.8
d. ICQ WSCH					
2. Non-instructional	117.5	120.4	126.0	126.0	140.9
Total	650.4	657.3	668.0	668.0	726.8
SITE:					
1. Campus(es)	650.4	657.3	668.0	668.0	726.8
2. Center(s)					
Total	650.4	657.3	668.0	668.0	726.8
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State	419.4	2805.8	1093.9	926.0	
2. Local	851.9	5258.8	2590.7	1488.1	
3. Other					
Total	1265.3	8064.6	3684.6	2414.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	22,322,367	1,132	8,663,203	439	39	.5690	19,721	18	125,075	
1975-76	25,763,204	1,185	9,569,651	462	37	.5974	21,740	19	128,323	
1976-77	28,653,129	1,249	11,842,825	516	41	.5615	22,946	19	133,736	
1977-78	30,633,129	1,313	12,465,153	534	41	.5565	23,339	19	143,324	
1978-79	32,697,338	1,377	13,058,957	550	40	.5515	23,750	19	153,513	
1979-80	34,781,658	1,441	13,742,013	569	40	.5468	24,137	19	163,136	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	2.1		39.0	0.7	56.1	0.7	1.3
1975-76	1.9		39.7	0.5	56.7	0.8	0.5

DISTRICT PLANNING PROFILE

DISTRICT: EL CAMINO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		24,209	24,467	25,026	25,154	25,308	25,345
# Full-time							
# Part-time							
Average Age		57.4	57.3	57.1	57.0	56.8	56.7
Median Age							
Weekly Student Contact Hours	Campus(es)	237,178	241,702	247,224	248,489	250,011	250,376
	Center(s)						
	Other	7,714	7,861	8,041	8,082	8,131	8,143
	Total	244,892	249,563	255,265	256,571	258,142	258,519

PROGRAM DATA:

CIP	Fall 1973 % Enrollment by MSCH		NUMBER OF PROGRAMS Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	0.1	100.0			1									
0200	0.4	100.0			1									
0300														
0400	6.1	16.5			2									
0500	10.3	99.7			8		1							
0600	0.5	41.1			2									
0700	1.6	100.0			1									
0800	9.2	2.4			5									
0900	6.3	97.6			10									
1000	11.9	8.0			4									
1100	2.8				6									
1200	2.8	100.0			5			1						
1300	1.3	95.7			3									
1400	1.0	100.0					1							
1500	11.1				4									
1600														
1700	5.5				1									
1800														
1900	6.7				4									
2000	4.0	7.0			1									
2100	2.1	95.0			3		3							
2200	11.7				7									
2300	1.3	100.0			2									
2400	1.0				1									
2500	1.8	94.7			3									
Total	100.1	31.8			74		5		1					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	496.7	496.7	554.6	569.6	569.6
a. Lecture	103.5	103.5	105.3	105.3	105.3
b. Lab	214.3	214.3	270.4	270.4	270.4
c. Other	178.9	178.9	178.9	193.9	193.9
d. ASF/100 WSCH	205.5	200.9	223.2	227.8	227.5
2. Non-Instructional	180.4	215.9	227.5	227.5	227.5
Total	677.1	712.6	782.1	797.1	797.1
SITE:					
1. Campus(es)	677.1	712.6	782.1	797.1	797.1
2. Center(s)					
Total	677.1	712.6	782.1	797.1	797.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local	5151.2	1973.1	1498.5	3131.9	
3. Other					
Total	5151.2	1973.1	1498.5	3131.9	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	17,768,755	1,211	7,039,314	454	28	.6341	15,499	21	118,148	
1975-76	20,679,416	1,266	7,761,661	477	38	.5983	16,336	22	124,649	
1976-77	22,856,405	1,325	8,901,125	516	39	.5859	17,244	22	129,894	
1977-78	24,304,652	1,386	9,375,701	535	39	.5732	17,540	22	139,195	
1978-79	25,819,686	1,446	9,831,407	551	38	.5615	17,851	22	149,079	
1979-80	27,349,130	1,508	10,354,100	571	38	.5511	18,141	22	158,431	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.3		40.6	0.1	54.1	0.9	1.0
1975-76	3.9		34.8	0.0	59.9	0.7	0.8

DISTRICT PLANNING PROFILE

DISTRICT: FOOTHILL

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers				1	1	1
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		25,989	27,159	27,737	28,156	28,924	30,107
# Full-time							
# Part-time		51.8	51.6	52.2	51.9	51.8	51.4
Median Age							
Weekly Student Contact Hours	(Campuses)	251,774	252,721	252,721	264,584	272,262	284,385
	(Centers(s)						
	Other	41,902	54,176	60,707	36,617	37,617	38,862
	Total	293,676	306,897	313,428	318,163	326,841	340,209

PROGRAM DATA:

CIP	Fall 19[illegible] # Classes of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.5	100.0			4		2							
0200					1									
0300	2.9	2.5			1		1							
0400	2.3				1				1					
0500	9.5	71.1			12		2		1					
0600	0.8	7.0												
0700	2.6	50.1			1									
0800	11.3	5.3			7									
0900	5.8	83.3			14				1					
1000	12.5	7.4			8		1		3					
1100	3.4				5									
1200	5.0	100.0			10		3							
1300	0.7	21.5			1				1					
1400		100.0												
1500	11.6				4									
1600	0.2	58.9			1									
1700	5.7	3.7			1									
1800														
1900	6.7				3									
2000	3.2				1									
2100	1.1	67.8			3		2							
2200	11.6				5									
2300	0.3	100.0												
4900	3.5	16.1			1									
5200							1							
Total	100.2	21.8			84		12		7					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	415.4	416.3	434.0	433.3	433.3
a. Lecture	82.3	83.2	97.9	97.2	97.2
b. Lab	184.1	184.1	185.9	185.9	185.9
c. Other	149.0	149.0	150.2	150.2	150.2
d. 130 WSCH ADF/	164.4	164.7	154.1	149.8	143.8
2. Non-Instructional	185.8	185.8	190.3	190.3	190.3
Total	601.2	602.1	624.3	623.6	623.6
SITE:					
1. Campus(es)	601.2	602.1	624.3	623.6	623.6
2. Center(s)			15.3	15.3	15.3
Total	601.2	602.1	639.6	638.9	638.9
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State		532.8	455.9	119.4	
2. Local	970.0	371.4	306.4	80.3	
3. Other					
Total	970.0	904.2	762.3	199.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	22,483,860	1,133	12,642,536	637	56	.6459	19,836	18	78,852	
1975-76	26,705,800	1,220	13,908,613	667	52	.6568	21,890	19	82,013	
1976-77	29,616,913	1,282	16,727,919	724	56	.5908	23,105	19	85,471	
1977-78	31,584,771	1,344	17,789,392	757	56	.5779	23,499	19	91,601	
1978-79	38,639,824	1,407	18,861,076	789	56	.5658	23,914	19	98,112	
1979-80	35,716,175	1,470	20,004,985	823	56	.5550	24,303	19	104,265	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3		51.7	0.1	40.8	1.4	1.7
1975-76	3.8		47.4	0.1	45.6	1.3	1.8

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DISTRICT PLANNING PROFILE

DISTRICT: FREMONT-NEWARK

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	1	1	1	1	1	1
Center(s)						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		7,105	8,282	9,066	9,166	9,278	9,368
# Full Time							
# Day		54.9	53.8	54.1	54.4	54.8	54.6
Number Adult							
Student Contact Hours	Campus(es)	59,972	70,179	78,045	78,680	79,490	79,999
	Center(s)						
	Other	4,946	5,226	5,490	5,764	6,014	6,326
	Total	64,918	75,981	83,535	84,444	85,504	86,325

PROGRAM DATA:

GSD	Full Time Equiv. # Students		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	ADA	VEA	ADA	OE	ADA	OE	ADA	OE	ADA	OE	ADA	OE	ADA	OE
0100	1.1	100.0			1		1						1	
0200					2		1							
0300														
0400	4.8				2									
0500	16.2	94.7			10				1		1			
0600	0.6				3									
0700	3.2	100.0			3									
0800	0.5	37.1			5		2							
0900	2.2	97.7			6		7		4		2			
1000	8.9				4		1							
1100	2.9				3		11							
1300	4.1	100.0			3									
1200	4.3	100.0			1						1			
1400														
1500	11.3				4									
1600					1									
1700	4.1				2									
1800														
1900	4.8				3						1			
2000	4.5				1									
2100	3.2	100.0			4				2					
2200	12.3				6									
2300					2		1							
4900	0.4										1			
5200														
Total	100.1	38.0			66		24		7		6		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	143.2	143.2	143.2	143.2	143.2
a. Lecture	25.2	25.2	25.2	25.2	25.2
b. Lab	53.9	53.9	53.9	53.9	53.9
c. Other ASF/	64.1	64.1	64.1	64.1	64.1
d. 100 WSCH	202.4	183.5	182.0	180.1	179.0
2. Non-instructional	60.6	60.6	60.6	60.6	60.6
Total	203.8	203.8	203.8	203.8	203.8
SITE:					
1. Campus(es)	203.8	203.8	203.8	203.8	203.8
2. Center(s)					
Total	203.8	203.8	203.8	203.8	203.8
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	316.4		68.2	1701.6	
2. Local	104.3	302.5	173.8	6251.2	
3. Other					
Total	420.7	302.5	242.0	7952.8	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,249,075	1,085	1,686,758	431	40	.5719	3,915	24	117,344	
1975-76	5,337,007	1,147	1,960,147	477	37	.6734	4,652	25	110,604	
1976-77	5,958,305	1,213	2,706,179	551	45	.5838	4,912	25	115,224	
1977-78	6,331,392	1,279	2,860,179	572	45	.5814	4,998	25	123,433	
1978-79	6,839,929	1,345	3,010,004	592	44	.5783	5,081	25	132,188	
1979-80	7,291,820	1,410	3,178,532	615	44	.5745	5,170	25	140,571	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.8		35.2	1.9	55.6	0.2	2.1
1975-76	6.5		25.2	1.9	64.3	0.2	1.6

DISTRICT PLANNING PROFILE

DISTRICT: CAVILAN

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	1	1	1	1	1	1
[illegible]						
Other						
Total						

STUDENT DATA

		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total	Fall Enrollment	2,540	2,784	2,884	2,958	3,065	3,222
[illegible]							
[illegible]		53.5	51.1	52.8	53.2	53.5	53.7
Median Age							
Weekly	Instructional	29,546	32,449	33,691	34,634	35,967	37,894
Student	Contact Hrs.						
Contact	Other	3,980	4,300	4,378	4,412	4,491	4,636
Hours	Total	33,526	36,749	38,069	39,045	50,458	42,530

PROGRAM DATA:

CID	Fall [illegible]		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	ADA	%CA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
[illegible]	1.9	100.0			6		1							
0900							1							
[illegible]	0.5													
2400	4.8				1									
2500	8.3	71.1			9									
2600	0.4				2									
0700	0.2	100.0												
0800	16.2				4									
0900	11.0	82.3			7									
1000	9.3				6									
1100	3.5				3									
1300	2.4	100.0			1									
1400	1.2				1		2							
1500														
1600	11.7				4									
1700														
1800	5.2				1									
1900														
2000	4.2				4				1					
2100	1.5				1									
2200	3.2	90.1			4									
2300	8.5				10									
4800	5.2	100.0			1		1							
4900	0.2				2									
5200	0.8				2		4							
Total	100.2	28.3			69		9		1					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	78.4	78.4	78.4	78.4	78.4
a. Lecture	9.7	9.7	9.7	9.7	9.7
b. Lab	30.3	30.3	30.3	30.3	30.3
c. Other	38.4	38.4	38.4	38.4	38.4
ASF/ d. 100 WSCH	241.6	232.7	226.4	218.[illegible]	206.9
2. Non-Instructional	30.3	30.3	30.4	30.[illegible]	30.4
Total	108.7	108.7	108.8	108.8	[illegible]
SITE:					
1. Campus(es)	108.7	108.7	108.7	108.8	108.8
2. Center(s)					
Total	108.7	108.7	108.7	108.8	108.8
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State					
2. Local					
3. Other					
Total					

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	2,354,849	1,218	835,523	432	35	.6073	1,934	13	133,415	
1975-76	2,727,117	1,308	912,092	449	33	.6146	2,085	15	139,964	
1976-77	3,004,430	1,366	1,075,314	489	36	.5916	2,200	15	145,912	
1977-78	3,185,667	1,424	1,127,633	504	35	.5776	2,237	15	156,414	
1978-79	3,375,695	1,483	1,176,436	517	35	.5650	2,276	15	167,570	
1979-80	3,568,589	1,543	1,234,225	534	35	.5539	2,313	15	178,080	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	40.0		24.0	0.4	33.4	1.7	0.5
1975-76	43.6		18.2	0.7	36.2	1.2	0.1

DISTRICT PLANNING PROFILE

DISTRICT: GLENDALE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

DATE OF		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		11,617	12,312	12,796	12,851	12,910	12,949
# Full-time							
# Day		35.1	32.7	32.4	32.2	32.0	31.8
Median Age							
Weekly Student Contact Hours	Campus(es)	82,738	86,290	89,190	89,553	89,940	90,123
	Center(s)						
	Other	8,393	8,091	8,140	8,123	8,148	8,148
	Total	91,131	94,381	97,330	97,676	98,088	98,271

PROGRAM DATA:

CIP	Fall 1973 # Distr. w/ MSOH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	ADA	VEA	ADA	OE	ADA	OE	ADA	OE	ADA	OE	ADA	OE	ADA	OE
0100	2.3				2									
0200	5.0				1									
0300	18.3	71.1			10									
0400	0.5				1									
0500	0.9	100.0			1									
0600	5.9	14.2			5									
0700	6.5	88.3			11									
0800	12.0	6.0			7									
0900	2.7				3									
1000	1.7	100.0			3									
1100	4.4	18.6			2									
1200	0.3													
1300	9.2				3									
1400					1									
1500	5.5	1.7			2									
1600														
1700	5.9				4									
1800	6.4				1									
1900	1.3	100.0			3									
2000	11.5				5									
2100	0.4	65.5			2									
2200														
2300	1.4	98.6												
Total	100.1	26.5			65									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	153.0	165.6	166.6	168.9	173.3
a. Lecture	22.0	22.1	24.1	24.1	24.1
b. Lab	65.2	71.8	70.8	73.1	77.5
c. Other	71.7	71.7	71.7	71.7	71.7
d. ASF/100 WSCH	184.3	185.7	186.0	187.8	192.3
2. Non-Instructional	17.2	18.4	20.6	23.6	23.9
Total	176.2	184.0	187.2	192.5	197.2
SITE:					
1. Campus(es)	176.2	184.0	187.2	192.5	197.2
2. Center(s)					
Total	176.2	184.0	187.2	192.5	197.2
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	185.7	1020.3	336.1	451.4	
2. Local	115.3	724.6	208.6	280.2	
3. Other					
Total	301.0	1744.9	544.7	731.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,752,884	1,113	2,754,507	533	48	.6600	5,170	29	86,555	
1975-76	6,651,951	1,181	3,069,713	565	46	.6803	5,634	29	89,101	
1976-77	7,403,947	1,245	3,645,048	613	49	.6442	5,949	29	92,821	
1977-78	7,921,440	1,309	3,[illegible],736	639	49	.6363	6,053	29	99,437	
1978-79	8,460,303	[illegible]	4,090,724	664	48	.6281	6,162	30	106,463	
1979-80	9,001,249	[illegible],473	4,334,574	692	48	.6200	6,262	29	113,150	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.5		48.1		43.3	4.8	0.2
1975-76	5.8		42.9		46.8	4.5	

DISTRICT PLANNING PROFILE

DISTRICT: GROSSMONT

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		18,348	19,303	19,803	20,373	21,111	21,792
% Full-time							
% Day		54.1	49.1	51.0	48.5	48.3	48.1
Median Age							
Weekly Student Contact Hours	Campus(es)	183,985	192,548	197,535	208,360	217,109	225,259
	Center(s)						
	Other	8,669	10,134	10,397	5,557	4,557	3,557
	Total	192,654	202,682	207,932	213,917	221,666	228,816

PROGRAM DATA:

6/10	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100							1							
0200	0.8	100.0			3									
0300														
0400	6.0				4									
0500	10.3	9.4			14		2							
0600	2.4	4.8			5									
0700	1.3	100.0			4									
0800	9.9	4.9			6									
0900	3.7	97.6			14				5					
1000	8.8	24.3			10									
1100	3.9				4									
1300	2.1	100.0			3		1		5					
1200	2.4	100.0			2									
1400														
1500	13.4				9				1					
1600	0.1	100.0			1									
1700	5.7	1.2			2									
1800														
1900	5.2				6									
2000	4.1				1									
2100	3.3	100.0			5		3							
2200	14.1	1.0			8		1							
2000	0.5	100.0			1									
4900	1.6				7									
5900									2					
Total	100.2	29.1			109		8		13					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	189.3	189.3	358.1	383.6	383.6
a. Lecture	48.1	48.1	63.8	63.8	63.8
b. Lab	65.2	65.2	153.0	153.0	153.0
c. Other	76.0	76.0	141.3	166.8	166.8
d. ASF/100 WSCH	98.3	95.8	171.9	176.7	170.3
2. Non-Instructional	87.5	87.5	123.2	124.6	124.6
Total	276.8	276.8	481.3	508.2	508.2
SITE:					
1. Campus(es)	276.8	276.8	381.3	508.2	508.2
2. Center(s)					
Total	276.8	276.8	381.3	508.2	508.2
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	44.6	6162.8	4869.2	2157.3	
2. Local	277.8	2227.1	2509.6	806.0	
3. Other					
Total	322.4	8389.9	7378.8	2963.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,416,664	1,278	6,289,010	647	51	.8910	9,715	22	73,526	
1975-76	14,974,574	1,401	6,876,614	674	46	.9993	10,692	23	77,830	
1976-77	16,415,813	1,454	8,189,060	726	50	.9177	11,287	23	81,100	
1977-78	17,327,929	1,509	8,716,012	759	50	.8787	11,481	23	86,905	
1978-79	18,288,941	1,565	9,251,686	792	51	.8434	11,686	23	95,065	
1979-80	19,258,003	1,622	9,821,587	827	51	.8132	11,876	23	98,902	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.4		52.6	0.1	39.7	1.6	0.5
1975-76	4.0		46.8	1.1	46.5	1.5	0.1

DISTRICT PLANNING PROFILE

DISTRICT: HARTNELL

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Equivalent		5,998	6,220	6,276	6,312	6,402	6,501
Full-time							
Part-time		55.1	58.0	58.0	57.8	57.8	57.6
Weekly Student Contact Hours	(Apportioned)	71,575	74,372	76,278	76,731	77,865	79,113
	(Centers)						
	Other	4,000	4,000	2,800	2,800	2,800	2,800
	Total	75,575	78,372	79,078	79,531	80,665	81,913

PROGRAM DATA:

CIP	Fall 1974 % of WSCH	NUMBER OF PROGRAMS Implemented											
		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
		A1	OE	ALL	A1	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100				5									
0200													
0300				1									
0400													
0500				10									
0600				1									
0700				1									
0800				3									
0900				7									
1000				3									
1100				3									
1200				5		1							
1300				3									
1400													
1500				1									
1600				1									
1700				1									
1800													
1900				4									
2000				1									
2100				5									
2200				7									
2300													
2400													
2500				13									
Total				75		1							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	176.9	192.0	192.0	192.0	192.0
a. Lecture	16.0	24.8	24.8	24.8	24.8
b. Lab	75.7	82.0	82.0	82.0	82.0
c. Other	85.2	85.2	85.2	85.2	85.2
d. ASF/120 WSCH	237.9	251.7	250.2	246.6	242.7
2. Non-Instructional	18.5	33.6	33.6	33.6	33.6
Total	195.4	225.6	225.6	225.6	225.6
SITE:					
1. Campus(es)	195.4	225.6	225.6	225.6	225.6
2. Center(s)					
Total	195.4	225.6	225.6	225.6	225.6
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State	165.9		775.0		
2. Local	367.1	3600.3	1517.9		
3. Other					
Total	533.0	3600.3	2292.9		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,603,879	1,383	1,522,080	376	27	.7350	4,052	14	140,436	
1975-76	6,218,947	1,423	1,677,769	394	27	.7014	4,370	15	146,064	
1976-77	6,807,819	1,476	2,005,624	435	29	.6713	4,612	15	152,239	
1977-78	7,176,450	1,530	2,093,751	446	29	.6495	4,690	15	163,181	
1978-79	7,564,336	1,585	2,172,485	455	29	.6301	4,772	15	174,811	
1979-80	7,958,802	1,641	2,270,860	468	29	.6136	4,850	15	185,760	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.0	0.9	24.7	1.2	65.5	0.4	1.3
1975-76	5.3		20.6	0.7	71.1	1.1	1.1

DISTRICT PLANNING PROFILE

DISTRICT: IMPERIAL

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		3,986	4,236	4,46[illegible]	4,566	4,710	4,820
% Full-time							
% Day		50.3	64.2	64.4	64.4	64.1	63.9
Median Age							
Weekly Student Contact Hours	Computed	47,073	49,797	52,383	53,429	55,082	56,232
	Center(s)						
	Other						
	Total	1,370 48,443	1,397 51,194	1,424 53,807	1,452 54,881	1,481 56,563	1,510 57,792

PROGRAM DATA:

CID	Full Time Equiv. of Work		NUMBER OF PROGRAMS Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	1.2	100.0			4				1			
0300												
0400												
0405	4.3											
0500	12.4	66.6							1			
0600	0.4				1							
0700	1.2	100.0			1							
0800	10.8				3				1			
0900	4.4	62.3			7		2					
1000	6.7				5				1			
1100	2.9				2							
1200	5.8	79.6			4				1			
1300												
1400					1							
1500	12.2	2.9			3							
1600					1							
1700	4.9	4.3			1							
1800												
1900	3.4				3							
2000	4.7	15.7			2							
2100	8.9	94.7			4							
2200	12.0				4							
2600	2.3	100.0			2							
4900					1							
5300	7.6	100.0			2						1	
Total	100.1	31.6			60		2		2		4	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	90.5	90.5	90.5	90.5	90.5
a. Lecture	13.9	13.9	13.9	13.9	13.9
b. Lab	28.4	28.4	28.4	28.4	28.4
c. Other ASF/	48.2	48.2	48.2	48.2	48.2
d. TPO WSCH	181.7	172.8	169.4	164.3	160.8
2. Non-Instructional	36.8	41.9	41.9	41.9	41.9
Total	127.3	132.4	132.4	132.4	132.4
SITE:					
1. Campus(es)	127.3	132.4	132.4	132.4	132.4
2. Center(s)					
Total	127.3	132.4	132.4	132.4	132.4
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State	179.7		126.6		
2. Local	406.9		115.4		
3. Other					
Total	586.6		242.0		

FINANCIAL DATA (SB 5 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	3,787,885	1,342	1,735,808	636	47	1.0640	2,823	12	82,817	
1975-76	4,521,774	1,446	2,002,127	675	44	.9167	3,128	12	83,561	
1976-77	4,944,139	1,498	2,437,785	739	49	.8155	3,301	12	87,100	
1977-78	5,206,875	1,551	2,590,883	772	50	.7749	3,357	13	93,356	
1978-79	5,483,705	1,605	2,744,994	804	50	.7388	3,416	13	100,000	
1979-80	5,765,048	1,660	2,909,362	838	50	.7084	3,472	13	106,258	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	13.4		47.2	1.8	35.6	2.0	
1975-76	18.2		41.8	1.9	36.6	1.5	

DISTRICT PLANNING PROFILE

DISTRICT: KERN

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	3	3	3	3	3	3
Center(s)	1	1	1	1	1	1
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		18,160	19,542	20,483	20,843	21,278	21,724
% Full-time							
% Day		41.4	41.2	41.2	41.3	41.3	41.2
Median Age							
Weekly Student Contact Hours	Campus(es)	179,264	191,914	200,486	203,840	207,449	210,322
	Center(s)	2,373	2,587	2,720	2,744	2,788	2,805
	Other	14,274	14,883	15,314	15,623	16,638	17,093
	Total	195,911	209,384	218,520	222,207	226,875	230,220

PROGRAM DATA:

CID	Fall '73 % Distrib. of ADA		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
2100	2.5	100.0			12		2		1					
0200	0.4				1									
0300														
0400	3.1				5		1							
0500	9.9	99.0			21									
0600	0.8	32.5			4				1					
0700	0.4	100.0			2		1							
0800	10.4	10.2			7		3							
0900	8.6	98.9			26		6		1		2			
1000	8.1	25.5			12		1		1					
1100	2.1				8									
1200	5.3	100.0			14		2							
1300	2.5	97.8			7		1							
1400														
1500	8.5				9									
1600	0.1	100.0			1						1			
1700	4.0				3									
1800														
1300	3.8				9									
2000	4.2				4									
2100	7.1	36.4			7		1							
2200	10.4				12									
2000	2.2	100.0			4									
4300	4.3				3									
5300	1.1	100.0			13									
Total	99.8	38.4			184		17		4		3			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	406.3	424.9	456.6	501.5	503.6
a. Lecture	66.7	69.5	78.7	86.3	86.3
b. Lab	157.6	168.5	190.3	212.9	215.0
c. Other	182.0	186.9	187.6	202.3	202.3
d. ADA/100 WSH	208.9	209.1	221.0	238.5	236.3
2. Non-Instructional	141.5	148.9	160.3	166.1	166.7
Total	547.8	573.8	616.9	667.6	670.3
SITES:					
1. Campus(es)	545.1	545.1	608.3	659.3	662.1
2. Center(s)	2.6	2.6	8.5	8.5	8.5
Total	547.7	547.7	616.8	667.8	670.6
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	740.1	195.5	330.2	301.4	
2. Local	1189.2	1674.3	3842.1	765.1	
3. Other					
Total	1929.3	1869.8	4172.3	1066.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,455,549	1,128	4,272,594	387	34	.5861	11,044	19	131,584	
1975-76	13,780,209	1,157	4,623,016	398	34	.5322	11,907	20	139,011	
1976-77	15,365,603	1,223	5,519,217	439	36	.5186	12,569	20	144,859	
1977-78	16,462,852	1,288	5,774,801	452	35	.5161	12,784	20	155,241	
1978-79	17,604,091	1,353	6,006,991	462	34	.5134	13,010	20	166,273	
1979-80	18,754,385	1,419	6,291,422	476	34	.5105	13,221	20	176,709	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.2		36.0	1.4	54.3	0.4	0.6
1975-76	3.8		28.6	1.7	64.2	0.6	0.1

DISTRICT PLANNING PROFILE

DISTRICT: LAKE TAHOE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses		1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment							
% Full-time							
% Day			52.6	51.6	51.2	50.9	50.4
Median Age							
Weekly Student Contact Hours	Campus(es)		2,980	3,375	4,130	4,625	4,805
	Center(s)						
	Other		4,500	8,000	9,500	10,500	10,800
	Total		7,480	11,375	13,630	15,125	15,605

PROGRAM DATA:

CIP	Fall 1973 % Distrib. of WSCH All	Fall 1973 % Distrib. of WSCH VEA	NUMBER OF PROGRAMS Implemented 1974-75 All	1974-75 OE	1975-76 ALL	1975-76 OE	1976-77 All	1976-77 OE	1977-78 All	1977-78 OE	1978-79 All	1978-79 OE	1979-80 ALL	1979-80 OE
0100														
0200														
0300														
0400														
0500														
0600														
0700														
0800														
0900														
1000														
1100														
1200														
1300														
1400														
1500														
1600														
1700														
1800														
1900														
2000														
2100														
2200														
3000														
4900														
5300														
Total														

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional					
a. Lecture					
b. Lab					
c. Other					
d. 100 WSCH ASF/					
2. Non-Instructional					
Total					
SITE:					
1. Campus(es)					
2. Center(s)					
Total					
FUNDING OF NEW PLANT:			(in $1,000's)		
1. State			208.0	468.5	
2. Local			548.3	1235.2	
3. Other					
Total			756.3	1703.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid $	General Purpose Tax	Resident ADA Total	Resident ADA $ Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75										
1975-76										
1976-77										
1977-78										
1978-79										
1979-80										

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75			99.2		0.8		
1975-76	3.9		5.6	1.2	84.2	5.1	

DISTRICT PLANNING PROFILE

DISTRICT: LASSEN

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79 *	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		2,576	2,808	2,949	2,999	3,065	3,106
% Full-time							
% Day		50.5	55.2	52.4	50.7	49.9	48.3
Regular Day							
ADA	Instructional	36,129	38,653	40,541	41,232	42,128	42,679
Students	Contract(s)						
Personnel	Other	3,105	4,051	4,250	4,322	4,416	4,474
Hours	Total	39,234	42,704	44,791	45,554	46,544	47,153

PROGRAM DATA:

all 1973 % Disc of USOE

CIP	NUMBER OF PROGRAMS											
			Implemented									
	1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100			4									
0200												
0300												
0400			1									
0500			5									
0600												
0700												
0800			3				1					
0900			6				2		1			
1000			4				2					
1100			1									
1200			1									
1300			1									
1400							2					
1500			4		1							
1600												
1700			1									
1800												
1900			4						2			
2000												
2100			3									
2200			4		3							
2300			3									
2400			1		1		1					
2500			1									
Total			47		5		8		3			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	58.2	58.2	58.4	74.7	74.7
a. Lecture	8.4	8.4	8.4	10.3	10.3
b. Lab	23.8	23.8	24.0	30.2	30.2
c. Other	26.0	26.0	26.0	34.2	34.2
d. 100 WSH/ASF	150.6	143.6	141.6	177.3	175.0
2. Non-Instructional	18.2	18.2	27.5	37.2	52.5
Total	76.4	76.4	85.9	111.9	127.2
SITE:					
1. Campus(es)	76.4	76.4	85.9	111.9	127.2
2. Center(s)					
Total	76.4	76.4	85.9	111.9	127.2
FUNDING OF NEW PLANT:			(in $1,000's)		
1. State	888.4	3817.0	1332.0	1339.0	
2. Local	253.2	1010.0	1729.3	183.7	
3. Other					
Total	1141.6	4827.0	3061.3	1522.7	

FINANCIAL DATA (SB 90 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	2,455,542	1,009	1,943,849	870	86	.3745	2,235	12	32,968	
1975-76	3,039,313	1,084	2,317,926	959	76	.3639	2,799	12	26,193	
1976-77	3,397,220	1,150	3,015,086	1,021	83	.4105	2,953	12	27,310	
1977-78	3,651,723	1,216	3,226,208	1,075	88	.4217	3,002	12	29,282	
1978-79	3,916,542	1,282	3,445,170	1,128	88	.4304	3,054	12	31,374	
1979-80	4,185,527	1,348	3,670,755	1,183	88	.4364	3,104	12	33,338	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	17.2		62.2	7.1	12.0	1.4	
1975-76	12.7		70.0	2.5	13.6	1.1	

DISTRICT PLANNING PROFILE

DISTRICT: LONG BEACH

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Full-time Equivalent Enrollment		26,429	27,021	27,090	26,977	27,133	27,221
FTE Full-time Students							
ADA		47.0	44.1	43.8	43.6	43.5	43.3
Median Age							
Student Contact Hours	Campus(es)	206,834	211,467	212,007	211,123	212,343	213,032
	Center(s)						
	Other	33,670	34,424	34,512	34,368	34,567	34,679
	Total	240,504	245,891	246,519	245,491	246,910	247,711

PROGRAM DATA:

Code	Full-time Equivalent Students		NUMBER OF PROGRAMS Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE
0100	0.1	100.0			1							
0300					1							
0400												
0500	3.8				1							
0600	9.7	76.2			11		1		2			
0700	0.4				2							
0800	0.7	100.0			1							
0900	11.7				4							
1000	11.0	38.0			20		3		4		1	
1100	9.8	1.1			4							
1200	2.6				5							
1300	5.0	100.0			6							
1400	6.3	97.6			6		1		1			
1500	0.5											
1600	10.5				4							
1700		56.3										
1800	4.8	1.9			1							
1900												
2000	3.0				3							
2100	3.2				1							
2200	3.1	45.4			5							
2300	9.2				6							
4900	1.2	86.3			2							
5200	0.9	1.7										
Total	2.3	100.0			29							
	100.0	35.2			113		5		7		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	390.6	396.2	396.2	396.2	396.2
a. Lecture	72.2	71.4	71.4	71.4	71.4
b. Lab	193.0	192.5	192.5	192.5	192.5
c. Other	125.4	132.3	132.3	132.3	132.3
d. ASF/100 WSCH	184.7	186.9	187.7	186.6	186.0
2. Non-instructional	152.2	165.1	165.1	165.1	165.1
Total	542.8	561.3	561.3	561.3	561.3
SITE:					
1. Campus(es)	542.8	561.3	561.3	561.3	561.3
2. Center(s)					
Total	542.8	561.3	561.3	561.3	561.3
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State		1317.6			
2. Local	146.3	1353.3			
3. Other					
Total	146.3	2670.9			

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Appraised Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	17,781,924	1,177	7,792,648	516	44	.7137	15,111	26	94,972	
1975-76	20,242,044	1,239	9,159,303	576	45	.7202	16,344	25	92,251	
1976-77	22,421,320	1,299	10,932,236	634	49	.6738	17,255	25	96,118	
1977-78	23,987,834	1,361	11,600,382	661	49	.6595	17,554	26	102,984	
1978-79	25,421,512	1,423	12,270,110	687	48	.6460	17,969	26	110,274	
1979-80	26,965,239	1,485	12,998,594	716	48	.6338	18,160	26	117,188	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.7		41.3	0.2	51.6	0.4	0.2
1975-76	9.4		43.0	0.2	46.6	0.3	0.5

DISTRICT PLANNING PROFILE

DISTRICT: LOS ANGELES

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	9	10	10	10	10	10
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		124,839	134,994	141,984	141,672	142,411	142,922
% Full-time							
% Day		59.2	59.0	59.2	59.2	59.2	59.1
Median Age							
Weekly Student Contact Hours	Campus(es)	1,287,759	1,358,224	1,403,855	1,409,203	1,415,423	1,419,731
	Center(s)						
	Other	51,106	54,753	55,774	57,273	58,565	59,192
	Total	1,338,865	1,412,977	1,459,629	1,466,476	1,473,988	1,478,923

PROGRAM DATA:

CID	Fall 1974 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0000	0.8	100.0			12									
0200	0.9	92.0			13									
0300					1									
0400	3.7	67.2			13						1			
0500	11.4	100.0			89		2		2					
0600	1.4	100.0			14									
0700	1.5	100.0			18		1							
0800	3.6	15.3			25		1							
0900	7.1	100.0			87		4		7		1		1	
1000	9.5	73.2			54		2		1					
1200	3.2	19.7			37		1		1					
1300	3.5	100.0			37		9		4		1			
1400	1.8	100.0			26		3							
1500	0.8	75.0			2		1				1			
1600	10.7				30									
1700		100.0			2									
1900	5.2	61.6			8									
1902	5.5	38.6			30		1		1					
2000	5.5	23.0			11									
2100	2.4	100.0			21		5		2					
2200	11.5	31.8			52		1		1					
3800	1.6	100.0			13				1				1	
4900	0.5	0.6			10									
5100	2.0	100.0			14								1	
Total	100.1	56.8			619		31		20		4		3	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	1844.8	1918.4	2129.6	2142.9	2154.4
a. Lecture	339.3	346.2	356.9	356.9	363.5
b. Lab	880.3	915.1	976.1	978.4	983.3
c. Other	625.2	657.1	796.6	807.6	807.6
d. ISD WSCH ASF/	135.8	136.7	151.1	151.4	151.7
2. Non-Instructional	851.6	881.8	943.4	956.3	971.4
Total	2696.4	2800.2	3073.0	3099.2	3125.8
SITE:					
1. Campus(es)	2696.4	2800.2	3073.0	3099.2	3125.8
2. Center(s)					
Total	2696.4	2800.2	3073.0	3099.2	3125.8
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1134.7	730.8	1838.9	25650.1	
2. Local	11756.4	9514.0	12186.1	3795.4	
3. Other					
Total	12891.1	10244.8	14025.6	29445.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	105,604,703	1,251	26,665,207	316	25	.6278	84,442	18	156,901	
1975-76	119,544,076	1,307	32,684,542	368	27	.5785	91,433	19	154,425	
1976-77	131,745,166	1,365	39,256,590	407	30	.5570	96,506	19	160,988	
1977-78	139,730,611	1,424	40,921,687	417	29	.5440	98,153	19	172,479	
1978-79	148,104,936	1,483	42,384,591	424	29	.5322	99,888	19	184,736	
1979-80	156,572,109	1,542	44,258,779	436	28	.5219	101,512	19	196,323	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.9	27.8	27.8	0.2	62.5	0.9	0.5
1975-76	1.0		23.4	0.1	74.3	0.4	0.7

DISTRICT PLANNING PROFILE

DISTRICT: LOS RIOS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	3	3	3	3	3	3
Centers	1	1	1	1	1	1
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		35,275	36,454	56,779	37,352	38,161	38,689
% Full-time							
% Day		59.5	56.7	55.9	55.5	55.2	54.9
Median Age							
Weekly Student Contact Hours	Campus(es)	404,422	418,441	522,270	429,012	438,556	444,739
	Center(s)	8,482	8,450	8,450	8,450	8,450	8,450
	Other	10,396	10,557	10,628	10,762	10,926	11,079
	Total	423,300	437,448	441,348	448,224	457,932	464,268

PROGRAM DATA:

CID	Fall 1978 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	8.8	93.3			6									
0200	0.4	100.0			5									
0300														
0400	4.4				3									
0500	11.7	76.2			26		3		2					
0600	0.5	59.5			3		1							
0700	1.1	99.9			3									
0800	7.7	3.0			14									
0900	6.9	95.4			25		4							
1000	8.6	11.0			14		2							
1200	1.6				10									
1300	4.5	66.5			10		4		1		1			
1400	3.5	37.4			8									
1500	1.1													
1600	10.4	2.9			8									
1700	0.2				2									
1800	6.5	14.7			3									
1900	6.0				9									
2000	4.4	2.0			2									
2100	1.8	86.8			5		1							
2000	6.7				11								1	
2030	1.2	100.0			2									
4900	1.8				11									
5300	0.2	1.0			2		1							
Total	100.0	28.5			182		16		3		1		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	660.7	666.0	728.8	739.1	749.0
a. Lecture	132.2	125.5	124.7	126.9	126.9
b. Lab	279.0	299.5	330.5	338.3	348.2
c. Other	249.0	241.0	273.6	273.9	273.9
d. ASF/ 100 WSCH	154.7	154.6	166.6	165.3	165.3
2. Non-Instructional	221.8	226.1	268.2	269.3	296.4
Total	882.0	892.1	997.0	1008.4	1045.4
SITE:					
1. Campus(es)	865.0	881.4	986.3	997.7	1034.7
2. Center(s)	17.0	10.7	10.7	10.7	10.7
Total	882.0	892.1	997.0	1008.4	1045.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	8030.0	5935.4	2349.4	144.8	
2. Local	8651.2	4451.0	5544.7	91.6	
3. Other					
Total	16681.2	10386.4	7894.1	236.4	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	27,213,572	1,071	16,941,142	667	62	.6639	25,416	13	77,518	
1975-76	31,081,676	1,136	18,912,421	709	61	.6245	27,351	14	79,237	
1976-77	34,704,871	1,202	21,992,511	762	63	.4935	28,963	14	82,595	
1977-78	37,226,272	1,268	23,395,148	797	63	.4924	29,349	14	88,538	
1978-79	39,846,518	1,334	24,812,416	831	62	.4908	29,861	14	94,851	
1979-80	42,497,999	1,400	26,317,544	867	62	.4887	30,347	14	100,799	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.7		53.4	2.5	35.8	2.3	1.3
1975-76	5.2		52.2	2.1	36.1	2.1	2.4

DISTRICT PLANNING PROFILE

DISTRICT: MARIN

EDUCATION SITE(S) DATA:

Category	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers	-					
Other						
Total						

STUDENT DATA

Category		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Time Equivalent		14,854	15,651	16,175	16,582	16,960	17,308
Full Time Equivalent							
Day		47.7	45.5	44.5	43.6	43.5	43.2
Average Daily Attendance	Ag						
	Regular	112,517	120,419	125,230	127,492	129,349	130,654
Contact Hours	Special						
	Other	5,480	4,120	4,120	4,120	4,120	4,120
	Total	117,997	124,539	129,350	131,612	133,469	134,774

PROGRAM DATA:

Type	Full Time Equivalent Students	ADA		NUMBER OF PROGRAMS Implemented									
				1975-76		1976-77		1977-78		1978-79		1979-80	
		Reg.	Spec.	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
				1		4							
				1									
				2									
				3		1							
				13		1							
				6				1					
				3		4							
				4		2							
				10		7		2					
				11		1							
				10									
				4		4		4		1			
				3		5		1		1			
				4									
				1		3							
				1		1		1					
				3		2		1					
				4									
				5		1							
				15		6							
						1							
				4		1							
				7		1		1					
Totals				115		45		11		2			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	223.1	249.8	278.6	283.6	315.5
a. Lecture	34.5	34.7	37.4	37.4	39.5
b. Lab	90.7	110.9	120.0	125.0	125.0
c. Other ASF/100 WSCH	97.9	104.2	121.2	121.2	151.0
d. 100 WSCH	185.3	199.5	218.5	219.3	241.5
2. Non-Instructional	124.7	145.9	147.5	151.5	151.5
Total	347.8	395.7	426.1	435.1	467.0
SITE:					
1. Campus(es)	347.8	395.7	426.1	435.1	467.0
2. Center(s)					
Total	347.8	395.7	426.1	435.1	467.0
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	1350.8	419.5	1818.8	2084.6	
2. Local	2755.1	1164.9	3608.0	3586.8	
3. Other					
Total	4105.9	1584.4	5426.8	5671.4	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	9,213,091	1,282	2,818,862	[illegible]	31	.6869	7,186	18	134,521	
1975-76	10,652,521	1,367	3,254,616	431	31	.7103	7,792	19	135,348	
1976-77	11,696,313	1,422	3,900,486	474	33	.6780	8,224	19	141,062	
1977-78	12,365,254	1,478	4,092,400	489	33	.6585	8,364	19	151,184	
1978-79	13,067,023	1,535	4,270,712	502	33	.6409	8,511	19	161,944	
1979-80	13,777,425	1,593	4,482,192	518	33	.6258	8,643	19	172,109	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	1.8	1.6	26.3	0.3	66.2	2.9	0.9
1975-76	1.7	1.7	22.1	0.3	70.0	3.5	0.7

DISTRICT PLANNING PROFILE

DISTRICT: MENDOCINO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	1	1	1	1	1	1
Center(s)						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Fall Enrollment		2,335	2,654	2,663	2,653	2,754	2,987
% Full-time							
% Day							
Median Age		34.9	37.1	37.3	37.5	37.3	37.0
Weekly Student Contact Hours	Campus(es)	21,015	25,080	26,364	27,459	28,504	30,916
	Center(s)						
	Other	2,335	2,787	2,929	3,051	3,167	3,435
	Total	23,350	27,867	29,293	30,510	31,671	34,351

PROGRAM DATA:

CIP	Fall 1973 % Instr. FTE WSCH		NUMBER OF PROGRAMS									
			1974-75		Implemented							
					1975-76		1976-77		1977-78		1978-79	
	All	AEA	All	OE	All	OE	All	OE	All	OE	All	OE
0100	4.2	100.0			8				1			
0900												
1000												
1100	3.7				1							
1200	12.8	61.8			6						1	
1300	0.4	48.8			1		1					
1400												
1500	10.0	17.4			3							
1600	5.9	82.3			8				1			
1700	14.9				4		2		1			
1800	2.3				3							
1900	1.3	100.0			2				2			
2000	2.6	100.0			4							
2100												
2200	7.6				1							
2300							1					
2400	4.2				1							
2500												
4900	2.4				1							
Total	100.2	33.9			51		6		8		2	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	21.7	21.7	21.7	32.2	57.8
a. Lecture	6.9	6.9	6.9	6.1	7.3
b. Lab	11.0	11.0	11.0	24.0	24.0
c. Other	3.8	3.8	3.8	2.1	26.5
d. ASF/ 100 WSCH	86.5	82.3	79.0	113.0	182.0
2. Non-Instructional	6.5	6.5	6.5	3.2	3.7
Total	28.2	28.2	28.2	35.4	61.5
SITE:					
1. Campus(es)	28.2	28.2	28.2	35.4	61.5
2. Center(s)					
Total	28.2	28.2	28.2	35.4	61.5
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	216.6	45.3	1184.7	2823.9	
2. Local	106.9	22.4	584.8	1460.6	
3. Other					
Total	323.5	67.7	1769.5	4284.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	1,147,786	1,547	138,212	186	12	.7397	742	30	200,476	
1975-76	1,305,446	1,504	158,204	203	12	.7292	868	28	180,800	
1976-77	1,425,137	1,554	226,925	247	16	.6887	917	29	188,253	
1977-78	1,496,904	1,605	216,851	232	14	.6741	933	29	201,677	
1978-79	1,574,936	1,658	195,089	205	12	.6653	950	29	215,894	
1979-80	1,651,385	1,711	175,259	182	11	.6583	965	29	229,541	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.3		18.2	11.8	62.0	0.4	1.2
1975-76	6.5		14.3	15.6	63.0	0.4	0.3

DISTRICT PLANNING PROFILE

DISTRICT: MERCED

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	1	1	1	1	1	1
Center(s)	1	1	1	1	1	1
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		7,869	8,215	8,335	8,566	8,889	8,977
% Full-time							
% Day		52.0	49.4	49.0	48.6	48.4	48.1
Median Age							
Weekly Student Contact Hours	Campus(es)	78,520	82,151	83,393	85,814	89,103	90,028
	Center(s)	3,763	3,914	3,992	4,112	4,276	4,319
	Other	4,276	4,300	4,300	4,300	4,400	4,400
	Total	86,559	90,365	91,685	94,226	97,779	98,747

PROGRAM DATA:

CIP	Fall 1973 % Distribution of WSCH		NUMBER OF PROGRAMS											
			Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	4.1	100.0			9									
0500														
1000					1									
1400	3.3				1		1							
1500	11.3	75.2			9									
1900	3.3	31.6			2									
2000	1.0	100.0			3									
2200	7.9	9.7			4									
2400	10.1	38.9			14		1							
3000	8.2	28.9			6									
3200	2.7				5									
3300	5.1	93.8			6									
3400	1.3	100.0			4									
3600														
3800	10.8				3									
4000	0.2				1									
4200	3.2				1									
4400														
4500	3.0				3				1					
4900	2.6				1									
5000	4.4	100.0			3						1			
5100	10.9				2									
5200	4.7	100.0			2				1					
5300	2.8				3									
5400	1.0	100.0			2		1							
Total	99.9	43.6			85		3		2		1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	164.8	174.2	191.2	209.3	212.8
a. Lecture	20.5	20.5	19.4	19.4	19.4
b. Lab	82.3	87.6	104.6	122.7	126.2
c. Other	62.0	66.1	67.2	67.2	67.2
ASF/ d. 100 WSCH	191.5	199.3	212.6	224.1	225.6
2. Non-instructional	61.6	65.1	69.0	71.1	71.6
Total	226.4	239.3	260.2	280.4	284.4
SITE:					
1. Campus(es)	210.7	223.6	244.5	264.7	268.7
2. Center(s)	15.7	15.7	15.7	15.7	15.7
3. Total	226.4	239.3	260.2	280.4	284.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	704.9	1916.0	1269.2	305.2	
2. Local	242.5	659.3	870.4	105.0	
3. Other					
Total	947.4	2575.3	2139.6	410.2	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,479,055	1,080	3,455,992	682	63	.6162	5,071	19	65,475	
1975-76	6,669,606	1,145	3,979,308	729	60	.6972	5,823	19	65,533	
1976-77	7,444,343	1,211	4,845,606	788	65	.6030	6,146	19	68,297	
1977-78	7,983,277	1,277	5,163,716	826	65	.5998	6,251	19	73,194	
1978-79	8,542,887	1,343	5,487,567	863	64	.5959	6,361	19	78,402	
1979-80	9,107,194	1,409	5,828,751	902	64	.5915	6,464	19	83,324	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.0	0.7	59.8	2.8	29.9	0.5	1.3
1975-76	3.1	0.8	54.2	3.0	37.1	0.8	1.1

DISTRICT PLANNING PROFILE

DISTRICT: MONTEREY PENINSULA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

TURNOUT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		8,200	8,504	8,608	8,650	8,763	8,904
% Full-Time							
% Day		49.5	52.7	46.5	45.7	45.0	44.4
Median Age							
Weekly Student Contact Hours	Campus(es)	90,422	92,992	94,128	94,588	95,823	97,366
	Center(s)						
	Other	9,208	10,332	10,459	10,510	10,647	10,818
	Total	99,630	103,324	104,587	105,098	106,470	108,184

PROGRAM DATA:

CIP	Fall 1973 # Courses or Sects.		NUMBER OF PROGRAMS									
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	ALL	OE
0100					1							
0200					1							
0300												
0400					1							
0500					3							
0600					1							
0700					1							
0800					2							
0900					7							
1000					4							
1100												
1200					2							
1300					2							
1400												
1500					2							
1600												
1700					1							
1800												
1900					3							
2000												
2100					1							
2200					2							
3000												
4900												
5300												
Total					39							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	196.1	196.1	199.1	199.1	199.1
a. Lecture	56.3	56.3	56.3	56.3	56.3
b. Lab	75.1	75.1	78.1	78.1	78.1
c. Other	64.7	64.7	64.7	64.7	64.7
d. ASF/ FOR WSCH	210.9	208.3	210.5	207.8	204.5
2. Non-Instructional	65.4	65.4	65.8	67.3	67.3
Total	261.5	261.5	264.9	266.4	266.4
SITE:					
1. Campus(es)	261.5	261.5	264.9	266.4	266.4
2. Center(s)					
Total	261.5	261.5	264.9	266.4	266.4
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State		372.8			
2. Local		761.3	248.1		
3. Other					
Total		1134.1	248.1		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	6,392,959	999	4,576,690	715	72	.4274	6,401	17	61,246	
1975-76	7,702,647	1,076	4,949,509	736	64	.5776	7,156	17	66,289	
1976-77	8,627,329	1,142	6,000,244	795	70	.4932	7,552	17	69,094	
1977-78	9,280,435	1,208	6,393,623	833	69	.4977	7,680	18	74,057	
1978-79	9,959,358	1,274	6,794,289	869	68	.5010	7,815	18	79,328	
1979-80	10,645,377	1,340	7,216,704	909	68	.5027	7,942	18	84,304	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.8	0.3	62.1	1.2	24.4	2.4	1.8
1975-76	7.3	0.2	61.3	0.7	26.5	2.1	2.0

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DISTRICT PLANNING PROFILE

DISTRICT: MT. SAN ANTONIO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		18,042	18,301	18,393	18,346	18,475	18,563
% Full-time							
% Day		56.9	55.4	56.1	56.4	56.5	56.5
Median Age							
Weekly Student Contact Hours	Campus(es)	190,758	193,497	194,469	193,972	195,337	196,317
	Center(s)						
	Other	5,900	5,984	6,015	5,999	6,041	6,020
	Total	196,658	199,481	200,484	199,971	201,378	202,337

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS									
			1974-75		Implemented							
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	2.3	100.0			17									
0200	0.2	100.0			1				1					
0300														
0400	4.1	9.5			3									
0500	12.1	99.5			22									
0600	0.4	38.5			4									
0700	1.6	100.0			2									
0800	10.5	4.2			4		1							
0900	8.1	99.1			27		2							
1000	7.3	13.8			9									
1100	1.6				5									
1200	6.4	100.0			11		4							
1300	3.7	78.8			8									
1400	0.5	100.0			1									
1500	8.3				4									
1600		100.0			1									
1700	5.1	35.9			1									
1800														
1900	4.1	1.5			6									
2000	7.5	5.9			1									
2100	3.3	100.0			7				1					
2200	10.3				9									
2300											1			
5900	1.7				2									
5200	1.0	100.0			5									
Total	100.1	42.5			150		7		2		1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	413.1	413.1	415.0	415.0	415.0
a. Lecture	108.5	108.5	109.8	109.8	109.8
b. Lab	179.2	179.2	179.8	179.8	179.8
c. Other	125.4	125.4	125.4	125.4	125.4
d. ASF/100 WSCH	213.5	212.4	213.9	212.5	211.4
2. Non-Instructional	218.7	218.7	216.8	216.8	216.8
Total	631.8	631.8	631.8	631.8	631.8
SITE:					
1. Campus(es)	631.8	631.8	631.8	631.8	631.8
2. Center(s)					
Total	631.8	631.8	631.8	631.8	631.8
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	19.0	261.5	450.1	340.7	
2. Local					
3. Other					
Total	19.0	261.5	450.1	340.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	14,546,656	1,181	7,103,733	577	49	.6368	12,316	18	96,806	
1975-76	16,902,194	1,269	7,930,766	612	47	.6557	12,315	19	99,688	
1976-77	18,675,517	1,329	9,203,505	655	49	.6259	14,054	19	103,891	
1977-78	19,852,794	1,389	9,762,351	683	49	.6097	14,294	19	111,341	
1978-79	21,085,586	1,449	10,320,163	709	49	.5950	14,547	19	119,250	
1979-80	22,331,823	1,511	10,924,958	739	49	.5821	14,784	19	126,725	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.4		50.3	1.4	42.9	1.4	0.6
1975-76	3.1		42.5	1.3	51.3	1.3	0.5

DISTRICT PLANNING PROFILE

DISTRICT: MT. SAN JACINTO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		2,148	2,322	2,430	2,510	2,589	2,688
% Full-time							
% Day		47.4	46.1	46.0	46.0	46.0	45.9
Median Age							
Weekly Student Contact Hours	Campus(es)	19,332	20,898	21,870	22,590	23,301	24,192
	Center(s)						
	Other						
	Total	19,332	20,898	21,870	22,590	23,301	24,192

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	2.0	100.0			1		1							
0200														
0300														
0400	6.3				1									
0500	11.2	89.6			5									
0600	0.8				2									
0700														
0800	7.3	13.5			4									
0900	13.9	91.7			5				1		1			
1000	16.8	52.1			6									
1200	1.3				2									
1200	3.8	51.3			1									
1300	2.4	14.2			1		1							
1400														
1500	10.0				3									
1600	0.4	100.0			1									
1700	.4.0				1									
1800														
1900	2.4				2									
2000	2.9	26.9			1									
2100	5.7	100.0			3									
2200	7.4				3									
3000	0.2	100.0												
4900	1.1	4.3												
5300					1						1			
Total	100.0	44.0			43		2		1		2			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	83.1	83.1	83.1	83.1	88.2
a. Lecture	9.9	9.9	9.9	9.9	9.9
b. Lab	34.7	34.7	34.7	34.7	39.8
c. Other	38.5	38.5	38.5	38.5	38.5
d. 100 ASF/ WSCH	397.6	380.0	367.9	356.6	364.6
2. Non-Instructional	29.0	29.0	29.0	29.0	33.5
Total	112.1	112.1	112.1	112.1	121.7
SITE:					
1. Campus(es)	112.1	112.1	112.1	112.1	121.7
2. Center(s)					
Total	112.1	112.1	112.1	112.1	121.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local			55.7	876.4	
3. Other					
Total			55.7	876.4	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	1,348,009	1,137	221,957	187	16	.5120	1,186	21	191,827	
1975-76	1,709,826	1,288	250,193	201	15	.6233	1,327	22	180,240	
1976-77	1,887,203	1,347	331,096	236	18	.6027	1,401	22	187,791	
1977-78	2,003,949	1,406	334,332	235	17	.5925	1,425	22	201,245	
1978-79	2,127,340	1,466	333,089	230	16	.5835	1,451	22	215,427	
1979-80	2,250,046	1,526	335,832	228	15	.5759	1,474	22	229,030	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	14.2		19.6	6.1	58.1	1.7	0.3
1975-76	11.7		8.2	4.7	74.4	0.8	0.2

DISTRICT PLANNING PROFILE

DISTRICT: NAPA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total	1					

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		8,532	9,633	10,375	10,654	10,965	11,269
# Full-time							
% Day		40.8	41.3	40.2	39.6	39.2	38.8
Median Age							
Weekly Student Contact Hours	Campus(es)	82,579	91,860	97,660	100,193	103,086	105,924
	Center(s)						
	Other	1,034	1,100	1,300	1,350	1,400	1,450
	Total	83,613	92,960	98,960	101,543	104,486	107,374

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100					2									
0200														
0300														
0400					1									
0500					7									
0600					1									
0700														
0800					4									
0900					4									
1000					4									
1100					3									
1200					4									
1300														
1400														
1500					3									
1600					1									
1799					2									
1800														
1900					3									
2000					1									
2100					2									
2200					5									
3000														
4900					1									
5200					4									
Total					51									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	76.7	114.5	131.2	131.2	131.2
a. Lecture	20.8	21.9	27.9	27.9	27.9
b. Lab	34.4	34.4	.	44.8	44.8
c. Other	21.5	58.2	58.5	58.5	58.5
d. ASF/100 WSCH	83.5	117.2	130.9	127.3	123.9
2. Non-Instructional	49.4	51.7	64.8	64.8	64.8
Total	126.1	166.2	196.0	196.0	196.0
SITE:					
1. Campus(es)	126.1	166.2	196.0	196.0	196.0
2. Center(s)					
Total	126.1	166.2	196.0	196.0	196.0
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	270.1	2071.6	256.7	903.6	
2. Local	129.8	1031.0	123.3	434.1	
3. Other					
Total	399.9	3102.6	380.0	1337.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,426,611	1,001	2,975,544	673	67	.4806	4,424	18	73,130	
1975-76	5,197,905	1,062	3,309,872	713	64	.5333	4,892	19	74,335	
1976-77	5,827,316	1,128	3,973,668	769	68	.4723	5,164	19	77,461	
1977-78	6,275,251	1,194	4,232,592	806	67	.4773	5,252	19	83,018	
1978-79	6,737,105	1,260	4,496,051	841	67	.4812	5,345	19	88,915	
1979-80	7,205,276	1,326	4,774,042	879	66	.4835	5,432	19	94,490	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.7		53.6	0.3	38.0	1.4	0.03
1975-76	3.9		57.0	0.1	37.3	1.6	0.02

DISTRICT PLANNING PROFILE

DISTRICT: NORTH ORANGE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		45,679	48,968	50,496	51,323	53,400	54,879
% Full-time							
% Day							
Median Age		35.7	34.1	33.3	32.8	32.5	32.1
Weekly Student Contact Hours	Campus(es)	353,377	379,988	384,060	389,602	404,929	415,844
	Center(s)						
	Other	48,598	50,930	60,305	62,040	64,991	67,091
	Total	401,975	430,918	444,365	451,642	469,920	482,935

PROGRAM DATA:

CID	Fall 1973 % D str. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100					5									
0200					1				1					
0300					2									
0400					5									
0500					21		1							
0600					4									
0700					1									
0800					5		1							
0900					22		1		3					
1000					11									
1100					7									
1200					13		5							
1300					9									
1400					1									
1500					9									
1600					2									
1700					3									
1800														
1900					8									
2000					2									
2100					3									
2200					13		1							
3000					3									
4900					2									
5300														
Total					152		9		4					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	642.6	630.9	694.7	696.1	696.1
a. Lecture	134.0	64.7	130.1	128.8	128.8
b. Lab	297.0	327.2	325.6	328.3	328.3
c. Other	211.6	239.0	239.0	239.0	239.0
d. ASF/ 100 WSCH	169.1	164.3	178.3	171.9	167.4
2. Non-Instructional	194.3	212.6	215.4	214.5	214.5
Total	836.9	843.5	910.1	910.6	910.6
SITE:					
1. Campus(es)	836.9	843.5	910.1	910.6	910.6
2. Center(s)					
Total	836.9	843.5	910.1	910.6	910.6
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	968.0	1260.5	478.1		
2. Local	633.6	814.8	303.3		
3. Other					
Total	1601.6	2075.3	781.4		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	22,101,334	975	12,676,156	559	57	.4691	22,674	22	91,745	
1975-76	25,310,251	1,044	14,139,681	592	56	.4693	24,244	23	95,825	
1976-77	28,407,718	1,110	16,304,767	637	57	.4614	25,593	23	99,852	
1977-78	30,615,463	1,176	17,294,552	664	56	.4665	26,034	23	106,995	
1978-79	32,909,986	1,242	18,283,051	690	56	.4703	26,498	23	114,582	
1979-80	35,222,598	1,308	19,359,178	719	55	.4726	26,929	23	121,768	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.5		47.3	3.9	41.7	2.3	0.2
1975-76	4.5		45.4	4.0	43.5	2.3	0.3

DISTRICT PLANNING PROFILE

DISTRICT: OCEANSIDE-CARLSBAD

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		4,049	4,241	4,289	4,414	4,584	4,719
% Full-time							
% Day		37.8	36.8	36.5	36.2	36.0	35.7
Median Age							
Weekly Student Contact Hours	Campus(es)	36,284	38,004	38,434	39,554	41,078	42,288
	Center(s)						
	Other	5,421	5,678	5,743	5,910	6,137	6,318
	Total	41,705	43,682	44,177	45,464	47,215	48,606

PROGRAM DATA:

CIP	Fall 1973 # Distr. of WSCH All	Fall 1973 # Distr. of WSCH VEA	NUMBER OF PROGRAMS Implemented 1974-75 All	1974-75 OE	1975-76 ALL	1975-76 OE	1976-77 All	1976-77 OE	1977-78 All	1977-78 OE	1978-79 All	1978-79 OE	1979-80 ALL	1979-80 OE
0100					4									
0200														
0300														
0400					1									
0500					7									
0600					1									
0700														
0800					2									
0900					5		1				1			
1000					3									
1100					2									
1200					1									
1300														
1400														
1500					2									
1600														
1700					1									
1900														
2100					2									
2200					1									
2300					1									
2500					2		2							
2600					1									
4300														
5200					1									
Total					37		3				1			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	71.3	76.3	80.3	92.5	92.5
a. Lecture	11.8	11.8	11.8	11.8	11.8
b. Lab	29.3	34.3	34.3	39.3	39.3
c. Other	30.2	30.2	34.2	41.4	41.4
d. ASF/100 WSCH	187.6	198.5	203.0	225.2	218.7
2. Non-Instructional	27.9	28.0	28.4	28.4	28.4
Total	99.2	104.3	108.7	120.9	120.9
SITE:					
1. Campus(es)	99.2	104.3	108.7	120.9	120.9
2. Center(s)					
Total	99.2	104.3	108.7	120.9	120.9
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	385.8	453.3	483.4		
2. Local	420.8	623.7	370.6		
3. Other					
Total	806.6	1077.0	854.0		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid %	General Purpose Tax	Resident ADA Total	Resident ADA % Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75	3,166,003	1,190	1,573,965	591	50	.6514	2,661	16	97,528	
1975-76	3,931,100	1,255	1,776,395	636	45	.7516	3,133	16	93,562	
1976-77	4,348,242	1,315	2,352,663	711	54	.6242	3,307	16	97,503	
1977-78	4,625,975	1,376	2,499,571	743	54	.6090	3,363	16	104,508	
1978-79	4,916,490	1,437	2,647,568	774	54	.5950	3,422	16	111,950	
1979-80	5,211,192	1,498	2,806,196	807	54	.5830	3,478	16	118,959	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	2.1		6.9	1.4	87.6	1.5	0.4
1975-76	1.4		2.9	0.4	94.2	0.1	

DISTRICT PLANNING PROFILE

DISTRICT: PALOMAR

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1		1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		11,589	12,199	12,816	13,338	13,814	14,258
Full-time							
% Day		53.9	57.8	57.4	57.0	56.6	56.1
Median Age							
Weekly Student Contact Hours	Campus(es)	127,271	134,022	140,801	145,264	149,171	152,626
	Center(s)						
	Other	8,320	8,706	9,146	9,437	9,690	9,915
	Total	135,591	142,728	149,947	154,721	158,861	162,541

PROGRAM DATA:

VTEA	Fall 1973 # Distr. of WSCH	NUMBER OF PROGRAMS											
		1974-75		Implemented									
				1975-76		1976-77		1977-78		1978-79		1979-80	
All	All	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100													
0200				1									
0300													
0400				2		1							
0500				9									
0600				2									
0700				2									
0800				6									
0900				13									
1000				7									
1100				4									
1200				5		1							
1300				2									
1400													
1500				5									
1600				1									
1700				1									
1800													
1900				3									
2000				1									
2100				4									
2200				4		1							
3000				1									
4900				9									
5200				9									
Total				85		2							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	182.5	198.5	228.9	265.1	301.6
a. Lecture	34.3	34.3	36.6	38.2	48.5
b. Lab	85.8	82.1	110.2	119.7	130.5
c. Other	62.4	82.1	82.1	107.2	122.6
d. 100 WSCH ASF/	136.2	141.0	157.6	177.7	197.6
2. Non-Instructional	66.4	66.9	68.8	114.9	106.7
Total	248.9	265.4	297.7	380.0	408.3
SITES:					
1. Campus(es)	248.9	265.4	296.7	380.0	408.3
2. Center(s)					
Total	248.9	265.4	296.7	380.0	408.3
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2224.3	1605.9	1417.8	1653.4	
2. Local	2666.7	1711.4	1252.4	3453.9	
3. Other					
Total	4891.0	3317.3	2670.2	5107.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	7,105,074	1,010	3,870,448	550	54	.4163	7,034	14	111,092	
1975-76	8,874,973	1,084	4,588,173	621	52	.5337	8,188	14	100,779	
1976-77	9,936,286	1,150	6,032,679	698	61	.4357	8,641	14	105,045	
1977-78	10,684,113	1,216	6,403,289	729	60	.4385	8,787	14	112,597	
1978-79	11,460,186	1,282	6,773,439	758	59	.4406	8,940	14	120,630	
1979-80	12,247,019	1,348	7,172,730	789	59	.4418	9,086	14	128,187	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.9		46.6	8.8	34.0	3.7	1.0
1975-76	7.9	0.1	40.4	8.1	39.9	2.8	0.8

DISTRICT PLANNING PROFILE

DISTRICT: PALO VERDE

EDUCATIONAL SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campus(es)	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		796	846	863	871	894	919
% Full-time							
% Day		45.5	44.2	43.7	43.4	43.0	42.9
Median Age							
Weekly Student Contact Hours	Campus(es)	7,187	7,662	8,199	8,275	8,493	8,731
	Center(s)						
	Other	375	375				
	Total	7,562	8,037	8,199	8,275	8,493	8,731

PROGRAM DATA:

CID	Fall 1973 % Distr. of ADA		NUMBER OF PROGRAMS Implemented 1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100														
0200														
0300														
0400	3.7													
0500	13.9	92.6			5									
0600	1.0													
0700	1.5	52.8			1									
0800	14.9				1									
0900	6.7	32.9			3									
1000	7.1				1									
1100	3.4				1									
1200	4.7	100.0			1									
1300	0.7													
1400														
1500	10.6				2									
1600														
1700	4.8				1									
1800														
1900	5.4				1									
2000	5.7				1									
2100	1.5	100.0			1									
2200	8.1													
2300	0.9													
4900	5.4													
2300					1									
Total	100.0	26.0			20									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	17.1	23.7	23.7	23.7	23.7
a. Lecture	2.7	2.7	2.7	2.7	2.7
b. Lab	8.1	14.7	14.7	14.7	14.7
c. Other	6.3	6.3	6.3	6.3	6.3
d. ASF/100 WSCH	223.2	289.1	286.4	279.1	271.4
2. Non-Instructional	5.5	6.1	6.1	6.1	6.1
Total	22.6	29.8	29.8	29.8	29.8
SITE:					
1. Campus(es)	22.6	29.8	29.8	29.8	29.8
2. Center(s)					
Total	22.6	29.8	29.8	29.8	29.8
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	196.6				
2. Local	237.9				
3. Other					
Total	434.5				

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid $	General Purpose Tax	Resident ADA Total	Resident ADA $ Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75	527,238	1,452	282,467	778	54	.5070	363	26	138,856	
1975-76	563,221	1,560	276,989	767	49	.4367	361	29	160,877	
1976-77	612,846	1,609	285,079	748	47	.4589	381	29	167,675	
1977-78	641,696	1,658	292,846	757	46	.4456	387	29	179,932	
1978-79	673,299	1,709	296,592	753	44	.4405	394	29	192,641	
1979-80	706,029	1,761	301,099	751	43	.4380	401	29	204,421	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	12.1		49.4	0.3	37.6	0.4	0.1
1975-76	11.0		44.3	0.3	42.0	2.4	

DISTRICT PLANNING PROFILE

DISTRICT: PASADENA AREA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		32,548	33,346	33,508	33,344	33,486	33,574
# Full-time							
# Day		38.4	38.0	37.7	37.5	37.3	37.1
Median Age							
Weekly Student Contact Hours	(Campuses)	214,868	223,083	224,593	223,284	224,342	224,879
	(Centers)						
	Other	38,550	40,350	40,120	40,134	40,197	40,356
	Total	253,418	263,433	264,713	263,418	264,539	265,235

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.6	38.1			1							
0200	0.7	45.3			3							
0300												
0400	4.1	22.4			3							
0500	10.0	86.5			14							
0600	1.4	100.0			2							
0700	0.8	100.0			1							
0800	10.3	9.9										
0900	5.2	86.0			13		4					
1000	11.8	20.3			7							
1100	3.3				9							
1200	3.7	96.2			9		1		1		1	
1300	4.8	16.8			3							
1400	0.7	77.7			2							
1500	10.3	3.3			5							
1600	0.2	100.0			1							
1700	4.9	3.0			2							
1800												
1900	4.7	1.1			3							
2000	4.0	7.5			1							
2100	1.9	100.0			2							
2200	9.3	1.0			9							
3000	2.4	85.6			2							
4900	5.1				1				1			
5300	0.2	100.0			1							
Total	100.4	30.1			98		5		2		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	368.4	368.4	372.6	372.6	371.6
a. Lecture	67.1	67.1	67.1	67.1	62.8
b. Lab	160.6	160.6	161.8	161.8	157.2
c. Other	140.7	140.7	143.7	143.7	151.6
d. ASF/ 100 WSCH	165.1	164.0	166.9	166.1	165.9
2. Non-Instructional	150.0	150.0	145.6	145.6	159.7
Total	518.4	518.4	518.2	518.2	531.3
SITE:					
1. Campus(es)	518.4	518.4	518.2	518.2	531.3
2. Center(s)					
Total	518.4	518.4	518.2	518.2	531.3
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	218.4	599.3	696.9		
2. Local	90.3	247.8	1941.8		
3. Other					
Total	308.7	847.1	6638.7		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	17,776,801	1,183	9,664,395	643	54		15,027	29	61,758	
1975-76	20,446,966	1,258	10,312,819	653	50	.8912	16,252	29	69,894	
1976-77	22,619,571	1,318	12,209,203	711	54	.8265	17,161	29	72,811	
1977-78	24,073,462	1,379	13,005,838	745	54	.8040	17,462	29	77,996	
1978-79	25,594,275	1,440	13,817,416	777	54	.7828	17,778	29	83,504	
1979-80	27,119,595	1,501	14,679,579	813	54	.7637	18,066	29	88,747	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.6	0.1	51.8	3.2	34.7	2.3	0.3
1975-76	9.2		46.0	2.8	39.6	2.1	0.2

DISTRICT PLANNING PROFILE

DISTRICT: PERALTA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	5	5	5	5	5	5
Centers						
Other						
Total	5					

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		30,675	32,011	33,029	33,348	33,704	33,997
% Full-time							
% Day		64.9	63.6	63.3	63.1	63.0	62.7
Median Age							
Weekly Student Contact Hours	Campus(es)	322,072	344,073	351,603	355,922	358,269	367,853
	Center(s)						
	Other	22,772	20,822	20,372	19,922	19,472	14,947
	Total	344,844	364,895	371,975	375,844	377,741	382,800

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.8	100.0			5				1					
0200														
0300					1		1							
0400	4.7				8									
0500	3.6	89.5			28		1		1					
0600	0.7				21		1							
0700	1.6	96.5			8									
0800	8.2	11.1			12									
0900	9.3	96.5			33									
1000	10.5	25.5			21		2							
1100	2.7				18									
1200	3.0	98.4			12		1							
1300	0.7	100.0			6		1							
1400	0.2													
1500	9.5				15		1							
1600					1		1							
1700	5.8				4									
1800														
1900	4.1				14		1							
2100	2.9				5									
2200	1.4	100.0			5				1					
2300	12.6				27		3		1		1			
2400	4.5	98.0			7						1			
4900	3.2	6.7			14		1							
2200	4.2	100.0			21									
Total	100.2	37.3			267		14		4		2			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	540.8	621.4	666.3	695.5	748.1
a. Lecture	110.9	114.0	114.6	118.7	122.6
b. Lab	274.4	293.2	317.0	342.1	367.7
c. Other	155.5	214.2	234.7	234.7	257.8
d. ABF/ 100 WSCH	157.2	176.7	187.2	194.1	203.4
2. Non-Instructional	321.6	323.6	327.7	325.7	364.0
Total	862.4	945.0	994.0	1021.2	1112.1
SITE:					
1. Campus(es)	862.4	945.0	994.0	1021.2	1112.1
2. Center(s)					
Total	862.4	945.0	994.0	1021.2	1112.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2569.7	3224.3	4178.0	386.2	
2. Local	3921.7	2687.6	4741.7	4222.0	
3. Other					
Total	5491.4	5911.9	8919.7	4608.2	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	23,207,670	1,111	12,411,156	594	53	.6300	20,881	17	94,161	
1975-76	25,385,949	1,177	14,056,717	652	55	.5460	21,570	18	92,156	
1976-77	28,252,834	1,241	15,967,287	701	57	.5371	22,766	18	96,046	
1977-78	30,223,148	1,305	16,963,672	733	56	.5311	23,154	18	102,936	
1978-79	32,274,756	1,370	17,964,785	762	56	.5250	23,562	18	110,257	
1979-80	34,347,903	1,434	19,039,473	795	55	.5193	23,946	18	117,168	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	11.1		45.6	0.2	42.3	1.0	(0.3)
1975-76	11.7		40.8	0.1	46.5	1.0	0.3

DISTRICT PLANNING PROFILE

DISTRICT: RANCHO SANTIAGO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		22,021	24,337	26,113	27,079	28,041	28,975
% Full-time							
% Day		37.4	36.4	36.1	35.8	35.6	35.4
Median Age							
Weekly Student Contact Hours	Campus(es)	156,135	183,047	201,360	212,038	222,188	229,823
	Center(s)						
	Other	28,805	20,000	15,000	12,000	10,000	10,000
	Total	184,940	203,047	216,360	224,038	232,188	239,823

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.1	100.0			3									
0300					1		1							
0300														
0400	2.6	13.7			4									
0500	9.9	87.8			9		1							
0600	1.1				1		1							
0700	1.1	98.1			1		1							
0800	8.4	0.2			4		1							
0900	7.1	93.4			14		5		5					
1000	8.0	16.7			6		2							
1100	2.4				1									
1200	5.3	12.6			11		4							
1300	3.5	85.6			6		1							
1400	0.9													
1500	16.7				3									
1600	0.2	83.3			1									
1700	4.4				1									
1800														
1900	3.4				4									
2000	4.2				1		1							
2100	9.6	85.4			6		1							
2200	9.1				10									
3200	0.6	64.3			1									
4900					2									
5300	1.7	98.5			1									
Total	100.3	32.1			91		19		5					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	220.5	220.5	220.5	262.6	262.6
a. Lecture	48.4	48.4	48.4	58.0	58.0
b. Lab	101.7	101.7	101.7	123.2	123.2
c. Other	70.4	70.4	70.4	81.4	81.4
d. 120 WSCH ASF/	120.5	109.5	104.0	118.2	123.0
2. Non-Instructional	89.0	89.0	89.0	99.5	99.5
Total	309.5	309.5	309.5	362.1	362.1
SITE:					
1. Campus(es)	309.5	309.5	309.5	362.1	362.1
2. Center(s)					
Total	309.5	309.5	309.5	362.1	362.1
FUNDING OF NEW PLANT:	(In $1,000's)				
1. State	206.8	1156.0	238.8	2139.6	
2. Local	149.1	1999.2	4382.3	2505.5	
3. Other					
Total	355.9	3155.2	4621.1	4645.1	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	10,019,628	1,039	4,595,579	476	46	.4709	9,645	24	106,875	
1975-76	12,001,669	1,085	5,109,705	505	43	.5304	11,059	23	107,192	
1976-77	13,440,727	1,151	5,801,335	583	51	.4512	11,675	23	111,689	
1977-78	14,455,942	1,217	7,195,429	606	50	.4591	11,876	23	119,681	
1978-79	15,510,522	1,289	7,582,826	627	49	.4540	12,087	23	128,175	
1979-80	16,574,064	1,349	8,013,255	652	48	.4599	12,284	23	136,209	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.3	0.4	40.1	7.3	41.5	2.0	1.3
1975-76	7.4	0.5	32.6	6.1	50.0	1.8	1.6

DISTRICT PLANNING PROFILE

DISTRICT: REDWOODS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		6,992	6,965	6,865	6,795	6,920	7,000
% Full-time							
% Day		59.3	63.1	62.6	62.4	62.2	62.0
Median Age							
Weekly Student Contact Hours	Campus(es)	76,954	76,662	77,782	76,985	78,401	79,308
	Center(s)						
	Other	9,048	9,013	6,662	6,594	6,715	6,792
	Total	86,002	85,675	84,444	83,579	85,116	86,100

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	3.6	96.6			7									
0200					1									
0300	0.5													
0400	5.3				5									
0500	10.6	55.0			6				1					
0600	1.2				2									
0700	0.8	4.7			1									
0800	12.6	23.6			1									
0900	6.0	100.0			7				1					
1000	10.7				6									
1100	1.5				3									
1200	4.6	100.0			7									
1300	0.1				1									
1400														
1500	8.8				3									
1600														
1700	5.4				1									
1800														
1900	4.2				3				1					
2000	3.8				1									
2100	7.1	100.0			4		1							
2200	8.4				2									
2300														
4200	0.3													
5300	4.4				2									
Total	100.1	30.5			63		1		3					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	175.0	179.4	179.4	182.1	182.1
a. Lecture	16.3	19.5	19.5	19.5	19.5
b. Lab	79.8	80.4	80.4	83.1	83.1
c. Other	78.9	79.5	79.5	79.5	79.5
d. ASF/100 WSCH	228.3	230.6	233.0	232.3	229.6
2. Non-Instructional	58.0	58.7	58.7	63.4	63.4
Total	233.0	238.1	238.1	245.5	245.5
SITE:					
1. Campus(es)	233.0	238.1	238.1	245.5	245.5
2. Center(s)					
Total	233.0	238.1	238.1	245.5	245.5
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	763.3	655.0	52.1	87.2	
2. Local	960.9	929.5	111.3	34.4	
3. Other					
Total	1724.5	1584.5	163.4	121.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,401,868	1,044	2,416,021	573	55	.5900	4,217	15	98,834	
1975-76	5,519,017	1,141	2,857,456	645	52	.6282	4,837	16	89,956	
1976-77	6,161,735	1,207	3,609,414	707	59	.5422	5,105	16	93,757	
1977-78	6,609,416	1,273	3,834,425	739	58	.5408	5,192	16	100,483	
1978-79	7,073,937	1,339	4,059,895	768	57	.5387	5,283	16	107,640	
1979-80	7,543,445	1,405	4,301,263	801	57	.5364	5,369	16	114,389	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.8		44.7	4.4	42.6	0.7	0.8
1975-76	3.5		49.9	7.3	37.8	0.7	0.8

DISTRICT PLANNING PROFILE

DISTRICT: RIO HONDO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		12,729	13,310	13,446	13,498	13,690	13,715
% Full-time							
% Day		50.1	46.3	46.7	47.0	47.1	47.1
Median Age							
Weekly Student Contact Hours	Campus(es)	142,961	149,486	151,014	151,598	153,754	154,035
	Center(s)						
	Other	4,695	4,910	4,960	4,979	5,050	5,059
	Total	147,656	154,396	155,974	156,577	158,804	159,094

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200					2									
0300														
0400	4.2				2									
0500	11.6	100.0			10		1							
0600	0.6	58.4			2									
0700	0.9	100.0			1									
0800	8.2				5									
0900	11.7	98.2			10									
1000	9.0				7									
1100	2.5				5									
1200	6.9	100.0			7		1							
1300	1.9	100.0			1									
1400														
1500	10.9				4									
1600		100.0			1									
1700	3.9	11.2			1									
1800														
1900	4.8				5									
2000	3.5				1									
2100	9.2	100.0			3									
2200	8.9				3									
3000														
4900	0.1				2									
5900	1.5	100.0			1									
Total	100.3	49.3			73		2							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	232.9	252.4	270.4	270.4	270.4
a. Lecture	57.1	65.4	79.4	79.4	79.4
b. Lab	103.7	114.9	118.9	118.9	118.9
c. Other	72.1	72.1	72.1	72.1	72.1
d. ASF/100 WSCH	155.8	167.1	178.4	175.9	175.5
2. Non-Instructional	49.9	49.8	49.8	57.6	57.6
Total	282.8	302.2	320.2	328.0	328.0
SITE:					
1. Campus(es)	282.8	302.2	320.2	328.0	328.0
2. Center(s)					
Total	282.8	302.2	320.2	328.0	328.0
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State					
2. Local	298.0	3180.0	240.0		
3. Other					
Total	298.0	3180.0	240.0		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	8,024,904	1,025	5,075,852	648	63	.4658	7,828	17	81,443	
1975-76	9,049,810	1,086	5,702,166	694	63	.4782	8,335	19	81,385	
1976-77	10,132,033	1,152	6,505,554	740	64	.4700	8,797	19	84,822	
1977-78	10,835,299	1,218	6,922,106	774	64	.4727	8,947	19	90,906	
1978-79	11,688,635	1,284	7,343,971	807	63	.4744	9,105	19	97,368	
1979-80	12,489,329	1,1350	7,793,014	842	62	.4749	9,253	19	103,475	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	9.3		57.6	7.2	23.7	0.6	1.6
1975-76	10.3		50.7	9.0	28.5	0.1	1.2

DISTRICT PLANNING PROFILE

DISTRICT: RIVERSIDE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		12,936	13,699	14,062	14,288	14,565	15,961
% Full-time							
% Day		51.5	51.5	51.6	51.7	51.6	51.5
Median Age							
Weekly Student Contact Hours	(Campus(es))	135,580	147,559	150,488	152,597	155,472	159,467
	(Center(s))						
	Other	8,010	4,500	5,600	6,0000	6,200	6,600
	Total	143,590	152,059	156,088	158,597	161,672	166,067

PROGRAM DATA:

CID	Fall 1973 # Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100					2				1		1		1	
0200							1							
0300							1							
0400					4								1	
0500					9						1			
0600					1									
0700					1									
0800					5		1							
0900					11		1		3		2		1	
1000					7									
1100					1									
1200					11				4				1	
1300					4									
1400					1									
1500					4									
1600					2									
1700					1									
1800														
1900					3									
2000					1									
2100					5		5		2					
2200					7				1					
2300					2									
4900					2									
2200					3									
Total					87		9		11		4		4	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPES:					
1. Instructional	209.3	219.7	227.3	227.3	255.4
a. Lecture	37.9	38.7	38.7	38.7	44.1
b. Lab	86.3	95.9	103.5	103.5	125.7
c. Other	85.1	85.1	85.1	85.1	85.6
d. ASF/100 WSCH	141.8	146.0	149.0	146.2	160.2
2. Non-Instructional	92.1	101.7	108.7	108.7	111.7
Total	301.4	321.4	336.0	336.0	367.1
SITES:					
1. Campus(es)	301.4	321.4	336.0	336.0	367.1
2. Center(s)					
Total	301.4	321.4	336.0	336.0	367.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1677.8	1111.5	89.0	2618.1	
2. Local	769.9	823.2	1154.3	1173.5	
3. Other					
Total	2447.4	1934.7	1243.3	3791.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	8,008,264	998	5,534,415	690	69	.4700	8,025	18	67,548	
1975-76	9,266,686	1,064	6,241,352	741	67	.5138	8,707	19	67,039	
1976-77	10,387,273	1,130	7,310,929	796	70	.4709	9,190	19	69,867	
1977-78	11,180,433	1,196	7,792,126	834	70	.4764	9,346	19	74,884	
1978-79	12,005,545	1,262	8,283,893	871	69	.4805	9,511	19	80,207	
1979-80	12,837,826	1,328	8,801,075	911	69	.4828	9,665	19	85,244	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	10.1		56.3	5.6	24.5	2.7	0.7
1975-76	7.9		57.9	5.7	26.2	2.3	0.1

DISTRICT PLANNING PROFILE

DISTRICT: SADDLEBACK

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		5,703	6,440	7,019	7,499	8,165	8,466
% Full-time		59.6	56.0	56.4	56.8	57.0	56.7
% Day							
Median Age							
Weekly Student Contact Hours	Campus(es)	57,032	64,332	70,120	74,914	81,567	84,573
	Center(s)						
	Other	4,560	5,220	5,685	6,075	6,615	6,860
	Total	61,592	69,552	75,805	80,989	88,182	91,433

PROGRAM DATA:

CID	Fall 1979 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0300					1									
0400					1									
0500	5.1				1				1					
0600	16.8				8		1		3		1			
0700	0.3				1									
0800	0.7													
0900	7.9				3									
1000	2.3				6		1		2					
1100	9.4				4				1					
1200	2.8				4									
1300	3.4				3						1		1	
1400	3.0				1				1					
1500														
1600	9.2				4									
1700	0.3				1									
1800	5.4				1									
1900														
2000	7.0				4									
2100	5.3				1									
2200	2.7				1				1					
3000	15.3				5									
4900											1			
5200	0.3													
Total	2.8						1				2			
	100.0				50		3		9		5		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	141.6	175.9	197.6	197.6	214.4
a. Lecture	33.3	33.1	33.4	33.4	34.9
b. Lab	48.8	48.8	52.9	52.9	68.2
c. Other	59.5	94.0	111.3	111.3	111.3
d. ASF/100 WSCH	220.1	250.9	263.8	242.3	253.5
2. Non-Instructional	58.2	59.4	77.8	77.8	109.0
Total	199.8	235.3	275.4	275.4	323.4
SITE:					
1. Campus(es)	199.8	235.3	275.4	275.4	323.4
2. Center(s)					
Total	199.8	235.3	275.4	275.4	323.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2581.1	201.2	86.1	2138.1	
2. Local	3687.6	194.8	113.6	2805.5	
3. Other					
Total	6268.7	396.0	199.7	4943.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,024,995	1,198	628,875	125	10	.5261	5,031	16	223,325	
1975-76	9,083,135	1,520	746,875	141	8	.6388	5,975	17	226,402	
1976-77	9,899,285	1,570	788,250	125	8	.6344	6,306	17	235,970	
1977-78	10,393,228	1,621	801,625	125	8	.6115	6,413	17	252,916	
1978-79	10,915,192	1,673	815,750	125	7	.5894	6,526	17	270,905	
1979-80	11,443,450	1,725	829,000	125	7	.5726	6,632	17	287,901	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	1.3		26.2	.30	71.6	0.5	.05
1975-76	0.8		19.0	.03	79.5	0.6	

DISTRICT PLANNING PROFILE

DISTRICT: SAN BERNARDINO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		17,037	18,017	18,243	18,380	18,649	18,572
# Full-time							
% Day		45.6	44.6	44.3	44.0	43.7	43.2
Median Age							
Weekly Student Contact Hours	Campus(es)	170,370	180,170	182,430	183,800	186,490	185,720
	Center(s)						
	Other						
	Total	170,370	180,170	182,430	183,800	186,490	185,720

PROGRAM DATA:

CIP	Fall 1977 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.6	100.0			5		1		1					
0200	0.9	100.0			3									
0300														
0400	7.0	1.6			8									
0500	14.3	63.8			15									
0600	0.5				2									
0700	1.7	100.0			3									
0800	8.5	20.6			6									
0900	9.2	99.8			16									
1000	7.1	8.3			6									
1100	2.4				6									
1200	3.5	100.0			7				1		3			
1300	1.6	88.6			4									
1400														
1500	11.3				8									
1600	0.2	100.0			3									
1700	4.3	23.7			3									
1800														
1900	6.8				7									
2000	3.4				3									
2100	2.2	100.0			6				1					
2200	10.1	0.5			14									
3000					1									
4300	1.6				1									
2300	2.6	100.0			2									
Total	100.2	34.9			126		1		3		3			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	335.8	373.4	380.6	394.4	396.2
a. Lecture	66.3	74.0	77.0	78.8	79.4
b. Lab	151.3	157.8	162.0	168.0	169.2
c. Other	118.2	141.6	141.6	147.6	147.6
d. ASF/ 100 WSCH	186.4	204.7	207.1	211.5	213.3
2. Non-Instructional	165.2	173.0	171.5	173.3	174.0
Total	501.0	546.4	552.1	567.7	570.2
SITE:					
1. Campus(es)	501.0	546.4	552.1	567.7	570.2
2. Center(s)					
Total	501.0	546.4	552.1	567.7	570.2
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2791.1	121.0	1650.3	955.0	
2. Local					
3. Other					
Total	2781.1	121.0	1650.3	955.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,242,149	1,169	5,666,084	541	46	.6666	10,468	22	92,425	
1975-76	13,729,415	1,237	6,536,383	593	48	.6578	11,103	21	93,892	
1976-77	15,207,286	1,298	7,540,120	643	50	.6344	11,720	21	97,844	
1977-78	16,201,235	1,359	7,996,358	671	49	.6210	11,921	21	104,852	
1978-79	17,239,208	1,421	8,451,349	697	49	.6085	12,132	21	112,301	
1979-80	18,286,989	1,483	8,946,074	726	49	.5973	12,329	21	119,347	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.0		49.5	1.2	40.2	1.9	0.2
1975-76	7.2		42.5	0.9	47.8	1.5	0.1

DISTRICT PLANNING PROFILE

DISTRICT: SAN DIEGO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	3	3	3	3	3	3
Centers	6	6	6	7	7	7
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		60,500	63,235	64,058	65,863	68,240	70,413
% Full-time							
% Day		24.1	22.7	22.5	22.4	22.1	21.8
Median Age							
Weekly Student Contact Hours	Campus(es)	299,775	310,878	314,957	321,727	332,454	341,273
	Center(s)	49,585	63,746	66,666	73,049	102,448	113,909
	Other	103,340	93,315	92,406	92,610	70,074	65,874
	Total	447,700	467,939	474,029	487,386	504,976	521,056

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	1.0	82.6			3		1							
0200	0.2	100.0			1									
0300														
0400	2.9				3									
0500	10.9	94.5			37									
0600	1.2	37.9			4									
0700	1.2	98.9			2									
0800	5.1	2.5			8									
0900	8.6	88.9			42									
1000	10.5	0.9			14									
1100	3.8				14									
1200	3.2	81.1			19									
1300	5.1	89.6			10		1							
1400	1.0	96.2												
1500	11.6	2.8			6									
1600		100.0			1									
1700	5.7	23.3			3									
1800														
1900	2.9	8.1			9									
2000	3.4	1.5			3									
2100	5.0	70.7			12		1							
2200	10.5	6.3			17									
3000	1.5	88.8			4									
4900	1.0	7.5			5									
5300	3.8	100.0			30									
Total	100.0	41.0			247		3							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	572.8	575.4	591.9	717.5	741.0
a. Lecture	151.4	151.4	141.4	179.8	184.4
b. Lab	284.1	286.7	286.7	383.6	400.3
c. Other	137.3	137.3	153.8	154.3	156.3
d. ASF/100 WSCH	152.9	150.8	149.9	165.0	162.8
2. Non-Instructional	159.0	158.3	183.4	301.5	320.7
Total	731.8	733.7	775.3	1019.0	1061.7
SITES:					
1. Campus(es)	627.5	629.4	671.0	852.5	890.2
2. Center(s)	104.3	104.3	104.3	166.5	171.5
Total	731.8	733.7	775.3	1019.0	1061.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1748.1	1895.6	13517.5	5597.4	
2. Local	3205.0	2587.2	8517.3	6548.6	
3. Other					
Total	4953.1	4482.8	22034.8	12146.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	27,157,713	931	16,031,085	550	59	.4983	29,163	32	78,041	
1975-76	31,793,980	994	18,214,952	594	57	.5158	31,983	31	78,347	
1976-77	35,802,420	1,060	22,011,399	652	61	.4702	33,773	31	81,614	
1977-78	38,700,335	1,126	23,406,457	681	60	.4798	34,367	31	87,422	
1978-79	41,712,421	1,192	24,818,907	709	60	.4873	34,991	31	93,591	
1979-80	44,736,422	1,258	26,340,418	741	59	.4919	35,559	31	99,463	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	11.7		49.0	0.7	36.0	1.7	0.8
1975-76	11.8		52.2	1.4	33.1	1.4	0.2

DISTRICT PLANNING PROFILE

DISTRICT: SAN FRANCISCO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers	1	1	2	2	3	3
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		49,264	49,521	50,584	50,216	49,380	48,395
% Full-time							
% Day		28.9	28.5	27.3	27.1	26.8	26.5
Median Age							
Weekly Student Contact Hours	Campus(es)	283,541	275,111	264,181	250,941	244,986	235,490
	Center(s)	9,605	9,605	47,474	50,521	75,954	93,209
	Other	120,672	131,260	113,250	120,362	97,632	77,819
	Total	413,818	415,976	424,905	421,824	418,572	406,518

PROGRAM DATA:

CIP	Fall 1973 # Students of Each		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100					2									
0200					2									
0300					4									
0400					5									
0500					14									
0600					3				2					
0700					4									
0800					3									
0900					14									
1000					16									
1100					7									
1200					7		1		1					
1300					1									
1400					1									
1500					2									
1600					1									
1700					1									
1800														
1900					4									
2000					1									
2100					2									
2200					6									
3000														
4900					7									
5300														
Total					114		1		3					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	363.4	423.3	423.4	459.8	512.9
a. Lecture	109.4	140.4	140.4	146.9	154.3
b. Lab	169.7	191.5	191.5	221.5	254.7
c. Other	84.3	91.4	91.4	91.4	103.9
d. 100 ASF/ Stu Hr	127.6	135.8	140.4	143.3	156.0
2. Non-Instructional	115.4	166.9	185.6	216.1	265.4
Total	478.8	590.2	608.9	675.9	778.3
SITE:					
1. Campus(es)	469.4	533.7	552.4	564.4	620.5
2. Center(s)	9.4	56.5	56.5	111.5	127.8
Total	478.8	590.2	608.9	675.9	748.3
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	410.6	3231.6	2587.8	1174.7	
2. Local	2738.8	3918.0	3318.9	968.9	
3. Other					
Total	3194.4	7149.6	5906.7	2143.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	29,569,213	1,163	12,572,058	495	43	.6706	25,418	20	102,445	
1975-76	31,009,849	1,188	12,491,728	479	40	.5562	26,094	18	121,515	
1976-77	34,477,752	1,252	14,304,957	519	41	.5500	27,541	18	126,644	
1977-78	36,850,236	1,316	15,057,602	538	41	.5444	28,010	18	135,730	
1978-79	39,323,263	1,380	15,776,451	553	40	.5389	28,504	19	145,382	
1979-80	41,820,237	1,444	16,600,768	573	40	.5337	28,967	19	154,503	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.9		48.6	0.1	43.8	1.0	2.6
1975-76	3.5		39.8	0.1	51.9	0.6	4.2

DISTRICT PLANNING PROFILE

DISTRICT: SAN JOAQUIN DELTA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		15,906	16,077	16,015	16,037	16,700	16,851
% Full-time							
% Day		53.8	54.3	53.7	53.3	53.0	52.8
Median Age							
Weekly Student Contact Hours	Campus(es)	158,951	160,660	160,040	160,260	166,946	168,395
	Center(s)						
	Other	12,834	12,972	12,922	12,940	13,479	13,596
	Total	171,785	173,632	172,962	173,200	180,425	181,991

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	2.2	100.0			8									
0200														
0300	0.1													
0400	4.3	10.4			1									
0500	13.2	100.0			9									
0600	0.4	82.8			2									
0700	1.2	100.0			2									
0800	12.0	12.5			2									
0900	4.8	99.1			16		2		3					
1000	9.2	31.7			7									
1100	1.9				3									
1200	4.0	100.0			6		3							
1300	3.8	82.3			5									
1400														
1500	8.4				5									
1600														
1700	3.2	10.2			1									
1800														
1900	4.5	3.3			4									
2000	2.5	5.0			1									
2100	8.2	97.6			5									
2200	10.7	1.7			7									
4000					1									
4300					2									
5200	5.4	100.0			11									
Total	100.0	47.8			98		5		3					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	278.4	337.1	358.3	358.3	358.3
a. Lecture	36.2	42.1	42.1	42.1	42.1
b. Lab	154.1	168.8	168.8	168.8	168.8
c. Other	88.1	126.2	147.4	147.4	147.4
d. ADD ASF/WSCH	173.3	210.6	223.6	214.6	212.8
2. Non-Instructional	87.0	132.7	132.7	132.7	132.7
Total	365.4	469.8	491.0	491.0	491.0
SITE:					
1. Campus(es)	365.4	469.8	491.0	491.0	491.0
2. Center(s)					
Total	365.4	469.8	491.0	491.0	491.0
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local	236.3	3850.0	302.5		
3. Other					
Total	236.3	3850.0	302.5		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	10,478,966	1,034	5,466,307	540	52	.4802	10,132	15	102,752	
1975-76	11,207,247	1,100	5,649,555	554	50	.4659	10,191	16	110,872	
1976-77	12,537,319	1,166	6,442,090	599	51	.4642	10,755	16	115,563	
1977-78	13,471,322	1,232	6,809,917	623	51	.4657	10,937	16	123,868	
1978-79	14,441,028	1,298	7,169,000	644	50	.4665	11,128	16	132,698	
1979-80	15,422,309	1,364	7,566,825	669	49	.4666	11,309	16	141,020	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.6		46.6	2.4	40.9	0.6	1.9
1975-76	8.4		46.9	2.6	40.1	0.2	1.9

DISTRICT PLANNING PROFILE

DISTRICT: SAN JOSE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		16,198	17,964	19,239	19,778	20,337	21,205
% Full-time							
% Day		49.8	58.5	59.5	59.9	60.0	60.0
Median Age							
Weekly Student Contact Hours	Campus(es)	145,766	171,383	179,925	185,861	193,753	205,666
	Center(s)						
	Other	17,832	10,053	14,389	13,897	11,651	8,505
	Total	163,600	181,436	194,314	199,758	205,404	214,171

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200														
0300														
0400					2									
0500					15									
0600					3									
0700					2									
0800					5									
0900					15									
1000					8									
1100					7									
1200					4									
1300					1									
1400														
1500					6									
1600					1									
1700					2									
1800					1									
1900					6									
2000					2									
2100					3									
2200					8									
3000					1									
4900					2									
5200					14									
Total					108									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	285.3	286.5	293.3	330.0	353.0
a. Lecture	46.3	41.8	43.4	49.5	55.1
b. Lab	158.5	150.4	152.2	155.4	161.6
c. Other	80.5	94.3	97.7	125.1	136.3
d. ASF/100 WSCH	166.5	159.2	157.8	169.3	171.6
2. Non-Instructional	111.2	117.3	141.2	154.7	159.9
Total	396.5	403.8	434.5	484.7	512.9
SITE:					
1. Campus(es)	396.5	403.8	434.5	484.7	512.9
2. Center(s)					
Total	396.5	403.8	434.5	484.7	512.9
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1603.6	1826.6	2313.0	3671.3	
2. Local	4112.9	6854.7	4462.2	7236.5	
3. Other					
Total	5716.5	8681.3	6775.2	10907.8	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	11,841,292	1,169	3,420,988	338	29	.6337	10,132	21	139,409	
1975-76	13,754,798	1,238	3,687,873	347	27	.6030	11,114	20	146,993	
1976-77	15,233,525	1,299	4,808,198	410	32	.5634	11,731	20	153,188	
1977-78	16,227,759	1,360	5,014,840	420	31	.5550	11,932	20	164,162	
1978-79	17,266,132	1,422	5,197,088	428	30	.5471	12,143	20	175,828	
1979-80	18,315,772	1,484	5,429,432	440	30	.5401	12,341	20	186,847	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.3		33.1	0.5	55.8	1.6	2.7
1975-76	5.9		31.2	0.5	58.5	1.7	2.2

DISTRICT PLANNING PROFILE

DISTRICT: SAN LUIS OBISPO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Center						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		4,638	4,547	4,669	4,759	5,003	5,070
% Full-time							
% Day		55.6	58.8	58.6	58.7	58.6	58.2
Median Age							
Weekly Student Contact Hours	Campus(es)	49,902	48,923	50,236	51,204	53,837	54,550
	Center(s)						
	Other	2,971	2,913	2,991	3,049	3,206	3,248
	Total	52,873	51,836	53,027	54,253	57,043	57,798

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.2	100.0											1	
0200														
0300														
0400	4.2				2									
0500	10.9	100.0			6									
0600	0.4				1								4	
0700	0.6	100.0			1									
0800	9.0				3									
0900	9.0	100.0			6									
1000	8.3	22.7			3								2	
1100	2.1				3									
1200	9.2	100.0			7		1							
1300	2.4	100.0			2		1						1	
1400														
1500	11.4				3								1	
1600	0.2	100.0			1									
1700	5.4				1									
1800														
1900	3.7				4									
2000	3.2				1									
2100	3.2				3		1							
2200	15.3				5								4	
3000					1									
4900														
5300	0.4	100.0												
Total	100.1	30.6			53		3						13	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	80.2	127.0	143.0	143.0	143.0
a. Lecture	12.5	20.9	20.9	20.9	20.9
b. Lab	24.7	38.1	49.6	49.6	49.6
c. Other	43.0	68.0	72.5	72.5	72.5
d. 100 WSCH ASF/	163.9	252.8	279.3	265.6	262.1
2. Non-Instructional	30.9	38.4	38.4	38.4	38.4
Total	111.1	165.4	181.4	181.4	181.4
SITE:					
1. Campus(es)	111.1	165.4	181.4	181.4	181.4
2. Center(s)					
Total	111.1	165.4	181.4	181.4	181.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1005.4	630.9			
2. Local	4748.0	1347.0			
3. Other					
Total	5753.4	1977.9			

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	3,737,683	1,175	965,959	304	26	.8857	3,182	18	145,661	
1975-76	4,305,044	1,231	988,200	296	23	.6020	3,496	18	154,347	
1976-77	4,769,989	1,293	1,280,516	347	27	.5726	3,690	18	160,856	
1977-78	5,083,101	1,354	1,323,671	353	26	.5651	3,753	18	172,390	
1978-79	5,409,766	1,417	1,357,103	355	25	.5581	3,819	18	184,657	
1979-80	5,740,077	1,479	1,407,084	363	25	.5518	3,881	18	196,244	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.7		22.3	2.8	69.8	1.4	0.1
1975-76	7.3		19.2	3.2	68.3	1.9	0.1

DISTRICT PLANNING PROFILE

DISTRICT: SAN MATEO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	3	3	3	3	3	3
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		28,023	28,881	29,202	29,261	29,322	29,197
% Full-time							
% Day		49.0	49.0	48.9	48.8	48.7	48.5
Median Age							
Weekly Student Contact Hours	Campus(es)	259,287	267,333	270,343	270,903	271,463	270,327
	Center(s)						
	Other	12,536	12,813	12,916	12,929	12,960	12,884
	Total	271,823	280,146	283,259	283,832	284,423	283,211

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.6				4									
0200	0.7	8.9			4		1		1					
0300														
0400	5.3	1.4			2									
0500	10.5	38.8			20		5		2		3			
0600	1.4	9.9			3				1		1		1	
0700	0.9	12.9			3									
0800	8.7	3.4			7									
0900	5.8	10.1			14		3		4				1	
1000	10.9	2.7			12		2		2					
1100	3.2				7									
1200	2.6	13.3			6		2							
1300	2.3	48.2			8		1		1					
1400	0.7	53.1			1									
1500	11.5	0.6			8		1							
1600	0.1				2									
1700	5.1	2.6			2									
1800														
1900	5.3				9									
2000	4.2	0.7			2									
2100	2.6	41.5			8		2		1					
2200	11.8	0.3			18									
2300	2.1	38.4			2									
4300	1.6	12.0			9									
5300	1.7				5									
Total	100.0	9.8			150		17		12		4		2	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	513.1	513.1	513.1	513.1	552.7
a. Lecture	108.5	108.5	108.5	108.5	110.8
b. Lab	187.4	187.4	187.4	187.4	214.1
c. Other	217.2	217.2	217.2	217.2	227.8
d. 100 ASF/ 100 WSCH	191.9	189.8	189.4	189.0	204.5
2. Non-instructional	198.7	198.7	198.7	198.7	212.2
Total	711.8	711.8	711.8	711.8	764.9
SITES:					
1. Campus(es)	711.8	711.8	711.8	711.8	764.9
2. Center(s)					
Total	711.8	711.8	711.8	711.8	764.9
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State			119.4	1208.9	
2. Local	92.9	2302.0	930.6	3150.1	
3. Other					
Total	92.9	2302.0	1050.0	4359.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	21,012,235	1,250	4,076,698	242	19	.6574	16,812	22	153,491	
1975-76	22,928,105	1,324	3,534,519	204	15	.5907	17,319	23	172,837	
1976-77	25,246,081	1,381	4,118,046	225	16	.5839	18,283	23	180,097	
1977-78	26,755,641	1,439	4,140,415	223	15	.5712	18,598	23	192,980	
1978-79	28,340,671	1,497	4,103,369	217	14	.5596	18,930	23	206,659	
1979-80	29,937,581	1,556	4,129,617	215	14	.5501	19,237	23	219,630	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.4		25.6	1.8	64.1	3.5	0.6
1975-76	3.1		15.8	1.2	75.8	3.4	0.6

DISTRICT PLANNING PROFILE

DISTRICT: SANTA BARBARA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers	1	1	1	1	1	1
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		16,024	16,597	16,818	16,851	16,912	17,208
# Full-time							
# Part-time							
Median Age		36.0	33.9	33.9	33.8	33.6	33.3
Weekly Student Contact Hours	Campus(es)	87,664	91,069	92,523	92,704	93,041	94,669
	Center(s)	5,264	5,659	5,675	5,687	5,707	5,807
	Other	23,587	24,430	24,573	24,621	24,710	25,142
	Total	116,705	121,158	122,771	123,012	123,458	125,618

PROGRAM DATA:

Area	Fall 1973 # Stdnt. Hours		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	VEA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.3	94.6			2									
0200	0.4				1									
0300														
0400	6.6				1									
0500	3.4	94.0			3									
0600	0.5	29.5												
0700	0.7	96.2			1									
0800	10.5	36.6			2									
0900	2.0	93.3			6		2		2					
1000	12.5	9.3			4									
1200	4.1				1									
1300	3.9	100.0			6									
1400	3.7	52.1												
1500	12.3	0.8			3									
1600	0.2	100.0			1									
1700	4.4				1									
1800														
1900	7.3				3									
2000	3.5				1									
2100	2.3	95.6			2									
2200	11.4				6									
2300	0.3				2									
4900	0.3				1									
5300	0.6	100.0			1									
Total	100.2	71.8			54		2		2					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	162.2	200.2	209.9	211.7	211.5
a. Lecture	27.4	27.5	27.6	27.6	28.3
b. Lab	59.1	79.0	88.1	89.9	89.8
c. Other	73.7	93.7	94.2	94.2	93.4
d. ASF/100 WSCH	167.7	203.9	213.3	214.4	210.9
2. Non-Instructional	58.8	57.3	76.8	80.4	79.0
Total	221.0	257.5	286.7	292.1	290.9
SITE:					
1. Campus(es)	203.0	239.5	268.7	274.1	272.9
2. Center(s)	18.0	18.0	18.0	18.0	18.0
Total	221.0	257.5	286.7	292.1	290.9
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1204.5	632.0	842.9	324.2	
2. Local	1678.7	1634.1	584.5	464.6	
3. Other					
Total	2883.2	2266.1	1427.4	788.8	

FINANCIAL DATA (SB 6 Stimulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	% Adult		
1974-75	7,514,583	978	4,505,678	586	60	.5293	7,685	25	73,329	
1975-76	8,652,653	1,044	5,230,476	640	60	.5466	8,291	26	70,688	
1976-77	9,712,504	1,110	6,094,938	696	63	.5217	8,753	26	73,653	
1977-78	10,468,896	1,176	6,484,875	728	62	.5280	8,905	26	78,911	
1978-79	11,255,285	1,242	6,879,847	759	61	.5327	9,065	26	84,495	
1979-80	12,045,795	1,308	7,302,196	793	61	.5352	9,212	26	89,798	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.1		54.5	2.5	35.5	2.3	0.1
1975-76	4.8		53.2	3.0	37.1	1.9	

DISTRICT PLANNING PROFILE

DISTRICT: SANTA CLARITA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		3,140	3,774	4,345	4,689	4,925	5,128
% Full-time							
% Day		66.7	62.2	67.1	67.4	67.4	67.7
Median Age							
Weekly Student Contact Hours	Campus(es)	32,656	39,250	45,188	48,766	51,220	55,331
	Center(s)						
	Other						
	Total	32,656	39,250	45,188	48,766	51,220	55,331

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	1.0	74.8			1									
0200														
0300														
0400	5.1				4									
0500	9.9	89.9			8									
0600					1									
0700	1.0	44.8												
0800	13.6	6.6			3		1							
0900	3.6	86.9			10									
1000	6.5				4		1		1		1			
1100	2.5				3									
1200	4.4	99.4			2									
1300	0.6				1									
1400	1.2	100.0												
1500	7.1				3		1							
1600	0.3	100.0			1									
1700	7.2	7.7			1									
1800														
1900	5.2				4		2				1			
2000	2.5				1									
2100	6.9	92.5			3									
2200	18.0				5									
3000	1.0	4.2												
4900	2.6	12.3			1									
5300														
Total	100.2	27.3			57		5		1		2			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	76.8	126.0	126.0	128.0	147.7
a. Lecture	18.4	18.4	18.4	18.4	20.6
b. Lab	35.0	35.0	35.0	37.0	37.0
c. Other	23.4	72.6	72.6	72.6	90.1
d. ASF/100 WSCH	195.7	278.8	258.4	249.9	266.9
2. Non-Instructional	46.8	47.7	47.7	67.2	65.5
Total	123.6	173.7	173.7	195.2	213.2
SITE:					
1. Campus(es)	123.6	173.7	173.7	195.2	213.2
2. Center(s)					
Total	123.6	173.7	173.7	195.2	213.2
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	551.4				
2. Local	410.6				
3. Other					
Total	962.0				

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	2,601,819	1,946	456,774	342	18	1.1004	1,337	18	150,253	
1975-76	3,093,456	1,986	538,198	383	17	1.1433	1,558	19	143,123	
1976-77	3,326,683	2,024	760,410	463	23	1.0340	1,644	19	149,199	
1977-78	3,449,286	2,063	797,375	477	23	.9744	1,672	19	159,904	
1978-79	3,580,600	2,104	831,412	488	23	.9212	1,702	19	171,223	
1979-80	3,710,140	2,146	871,129	504	23	.8758	1,729	19	182,033	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.4		31.5	0.3	64.6	0.1	0.1
1975-76	3.2		21.3	0.2	74.4	0.4	0.6

DISTRICT PLANNING PROFILE

DISTRICT: SANTA MONICA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		15,038	15,324	15,363	15,244	15,253	15,253
% Full-time							
% Day		60.7	61.9	61.8	61.7	61.6	61.5
Median Age							
Weekly Student Contact Hours	Campus(es)	144,292	147,036	147,410	146,268	146,354	146,354
	Center(s)						
	Other	6,088	6,204	6,220	6,172	6,176	6,176
	Total	150,380	153,240	153,630	152,440	152,530	152,530

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200	0.9	100.0			1									
0300														
0400	6.0				2				1					
0500	9.8	96.3			10								5	
0600	0.5				2									
0700	0.8	100.0			1									
0800	9.2	3.7			3									
0900	6.1	97.1			13									
1000	12.5	31.3			6									
1100	3.2				5									
1200	2.8	89.5			5						1			
1300	3.4	67.6			2									
1400	0.2													
1500	12.6				3									
1600														
1700	5.5				1									
1800														
1900	6.9				5									
2000	3.1				1									
2100	1.4	100.0			4				1					
2200	12.7				7									
3000	1.8	58.0			1									
4900	0.2				1									
5300	0.6	100.0			4									
Total	100.2	29.1			77				2		1		5	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	216.0	235.1	243.4	251.4	251.4
a. Lecture	37.9	37.8	39.9	38.7	38.7
b. Lab	96.7	101.9	108.1	117.3	117.3
c. Other	81.4	95.4	95.4	95.4	95.4
d. ASF/100 WSCH	146.9	159.5	166.4	171.8	171.8
2. Non-Instructional	58.7	70.3	70.1	84.9	84.9
Total	274.7	305.4	313.5	336.3	336.3
SITE:					
1. Campus(es)	274.7	305.4	313.5	336.3	336.3
2. Center(s)					
Total	274.7	305.4	313.5	336.3	336.3
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	552.3	4337.4	3588.7	384.1	
2. Local	424.9	2216.9	1378.4	121.6	
3. Other					
Total	977.2	6554.3	4967.1	505.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,072,061	833	1,397,858	286	34	.5539	4,887	45	101,274	
1975-76	4,864,128	913	1,590,492	310	33	.5950	5,330	46	104,018	
1976-77	5,511,419	979	1,946,599	346	35	.5885	5,632	46	108,285	
1977-78	5,990,724	1,045	2,034,908	355	34	.6001	5,735	46	115,910	
1978-79	6,489,177	1,111	2,116,120	362	33	.6093	5,843	46	124,007	
1979-80	6,986,591	1,177	2,222,466	374	32	.6151	5,938	46	131,785	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.3	1.8	43.6		44.1	2.4	1.8
1975-76	8.9	1.6	37.4		49.0	2.1	1.0

DISTRICT PLANNING PROFILE

DISTRICT: SEQUOIAS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		6,592	6,887	7,170	7,346	7,535	7,693
% Full-time							
% Day		53.3	54.2	54.5	54.7	54.5	54.3
Median Age							
Weekly Student Contact Hours	Campus(es)	69,056	72,067	76,545	78,358	80,165	81,339
	Center(s)						
	Other	6,364	5,771	5,295	5,306	5,436	5,742
	Total	75,420	78,838	81,840	83,664	85,601	87,081

PROGRAM DATA:

CIP	Fall 1973 % Distribution of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	ADA	WCA	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	1.9	94.2			5									
0200	1.1	100.0			1									
0300														
0400	4.4				1									
0500	10.0	86.5			8									
0600	0.4													
0700	0.6				1									
0800	13.8	10.5			4									
0900	3.1	66.6			9									
1000	0.8	30.0			4									
1100	1.2				4									
1200	3.7	100.0			4									
1300	4.8	100.0			1									
1400	1.1	100.0												
1500	9.8	1.4			2									
1600														
1700	4.2				1									
1800														
1900	5.4				3									
2000	4.3				1									
2100	4.7	100.0			4									
2200	10.7				3									
2300	1.2	100.0			1									
2400														
2500	4.9	99.2							1	1				
Total	100.1	38.8			57				1	1				

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	130.4	145.0	148.5	159.8	159.8
a. Lecture	26.0	23.2	22.1	22.1	22.1
b. Lab	57.4	59.9	64.5	64.5	64.5
c. Other	47.0	61.9	61.9	73.2	73.2
d. 100 ASF/WSCH	179.0	189.4	189.5	199.3	196.5
2. Non-Instructional	55.1	59.2	60.3	63.0	68.7
Total	185.5	204.2	208.8	222.8	228.5
SITE:					
1. Campus(es)	185.5	204.2	208.8	222.8	228.5
2. Center(s)					
Total	185.5	204.2	208.8	222.8	228.5
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	918.8	445.4	682.8	486.1	
2. Local	1339.2	638.2	978.5	339.2	
3. Other					
Total	2258.0	1083.6	1661.3	825.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,635,884	1,038	2,005,567	449	43	.5567	4,467	18	119,112	
1975-76	5,526,254	1,162	2,154,496	459	39	.5575	4,757	21	124,602	
1976-77	6,159,010	1,227	2,479,792	494	40	.5525	5,021	21	129,855	
1977-78	6,596,712	1,292	2,606,579	510	40	.5494	5,107	21	139,159	
1978-79	7,051,549	1,357	2,726,640	525	39	.5459	5,197	21	149,056	
1979-80	7,510,004	1,422	2,866,800	543	38	.5423	5,281	21	158,420	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	2.5	0.6	44.5	1.6	48.9	1.1	0.7
1975-76	0.9		29.7	0.2	68.7	0.5	

DISTRICT PLANNING PROFILE

DISTRICT: SHASTA-TEHAMA-TRINITY

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		11,428	11,590	11,735	12,366	12,909	12,937
% Full-time							
% Day		33.4	39.0	38.0	37.4	37.0	36.1
Median Age							
Weekly Student Contact Hours	Campus(es)	91,558	92,856	94,018	99,073	103,424	103,648
	Center(s)						
	Other	12,437	12,613	12,771	13,458	14,048	14,079
	Total	103,995	105,469	106,789	112,531	117,472	117,727

PROGRAM DATA:

DSD	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	6.7	61.8			11		1		1				1	
0200					1									
0300														
0400	2.4	3.9			1									
0500	14.4	57.8			14		1							
0600	0.8	38.6			3									
0700	1.3	54.1			5									
0800	15.8	27.3			4		1							
0900	7.7	76.6			12				2				1	
1000	9.5	9.7			5									
1100	0.9	2.2			3									
1200	9.1	92.2			8		1		1					
1300	4.1	24.1			5									
1400							1						1	
1500	7.0	16.7			2									
1600	0.1	12.5												
1700	3.5	25.4			1									
1800														
1900	3.7	8.9			3									
2000	6.1	17.6			1									
2100	4.8	56.4			7		1				2			
2200	8.2	14.6			2									
3000					1									
4900	0.9	7.1												
5200	0.1	80.6			7		2		1					
Total	100.1	36.6			96		8		5		2		3	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	183.9	185.1	185.1	191.0	196.9
a. Lecture	28.6	28.4	28.4	28.4	28.4
b. Lab	85.4	86.8	86.8	92.7	98.6
c. Other	69.9	69.9	69.9	69.9	69.9
d. ASF/ 100 WSCH	198.0	196.9	186.8	184.7	190.0
2. Non-Instructional	75.5	75.1	75.1	75.6	78.0
Total	259.4	260.2	260.2	266.6	274.9
SITE:					
1. Campus(es)	259.4	260.2	260.2	266.6	274.9
2. Center(s)					
Total	259.4	260.2	260.2	266.6	274.9
FUNDING OF NEW PLANTS	(in $1,000's)				
1. State			418.6	522.5	
2. Local	48.6		315.1	393.4	
3. Other					
Total	48.6		733.7	915.9	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,938,494	988	3,241,321	599	55	.5265	6,009	21	92,913	
1975-76	7,230,428	1,070	3,913,395	617	54	.5578	6,760	21	85,482	
1976-77	8,102,435	1,136	4,804,001	673	59	.5008	7,135	21	89,088	
1977-78	8,719,939	1,202	5,101,409	703	59	.5045	7,257	21	95,473	
1978-79	9,361,152	1,268	5,399,351	731	58	.5070	7,385	21	102,262	
1979-80	10,008,593	1,334	5,721,821	762	57	.5081	7,505	21	108,677	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.2	0.2	43.9	3.6	39.8	2.6	2.7
1975-76	9.0		46.6	3.1	38.7	1.8	0.8

DISTRICT PLANNING PROFILE

DISTRICT: SIERRA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		6,477	7,218	7,851	8,163	8,508	8,832
% Full-time							
% Day		54.9	50.7	50.6	50.7	50.7	50.6
Median Age							
Weekly Student Contact Hours	Campus(es)	75,812	83,068	89,076	82,380	96,293	99,696
	Center(s)						
	Other	5,606	6,253	6,704	6,953	7,248	7,504
	Total	81,418	89,321	95,780	89,333	103,481	107,200

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	5.2	100.0			8									
0200					1									
0500														
0600	4.7	100.0			3									
0900	11.1	100.0			10									
1000	0.5	74.6			1									
1200	1.0	100.0			1									
1300	6.7	0.9			4									
1400	7.7	96.2			13		3						1	
1500	11.0	8.8			2		1							
1700	2.6													
1900	2.6	100.0			6									
2000	1.7				1									
2100					1									
2200	12.3				2									
2400		100.0			1									
2500	4.0	3.9			1									
2600														
2700	6.7				5									
2800	2.8													
2900	3.2	94.4			3									
3000	10.6				1									
3200	2.9	100.0			1									
4900	1.4				2									
5200	1.5	100.0			1									
Total	100.2	40.7			68		4						1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	152.4	160.7	168.6	181.9	181.9
a. Lecture	21.0	20.6	20.6	26.6	26.6
b. Lab	65.2	73.3	77.5	84.8	84.8
c. Other	66.2	66.2	70.5	70.5	70.5
d. ASF/100 WSCH	183.5	180.4	204.7	189.0	182.5
2. Non-Instructional	47.4	51.6	52.3	53.5	53.5
Total	199.8	212.3	220.9	235.4	235.4
SITE:					
1. Campus(es)	199.8	212.3	220.9	235.4	235.4
2. Center(s)					
Total	199.8	212.3	220.9	235.4	235.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	452.8	825.2			
2. Local	1227.4	1158.5			
3. Other					
Total	1680.2	1983.7			

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,729,515	1,198	2,463,065	515	43	.5800	4,783	10	121,227	
1975-76	7,280,540	1,344	2,736,112	542	38	.7072	5,419	10	121,979	
1976-77	8,005,314	1,400	3,485,744	610	44	.6346	5,718	10	127,161	
1977-78	8,469,657	1,457	3,681,660	633	43	.6155	5,813	10	136,340	
1978-79	8,958,409	1,515	3,872,721	655	43	.5986	5,914	11	146,072	
1979-80	9,454,392	1,573	4,083,761	679	43	.5843	6,010	10	155,238	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.7		40.9	3.8	48.5	1.6	0.4
1975-76	2.2		37.9	3.2	54.9	1.5	0.3

DISTRICT PLANNING PROFILE

DISTRICT: SISKIYOU

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		2,203	2,262	2,315	2,315	2,315	2,385
% Full-time							
% Day		31.4	27.9	26.8	26.0	25.4	25.0
Median Age							
Weekly Student Contact Hours	Campus(es)	21,592	22,230	22,802	22,802	22,802	23,558
	Center(s)						
	Other	2,200	2,200	2,200	2,200	2,200	2,200
	Total	23,792	24,430	25,002	25,002	25,002	25,758

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	5.4	84.9			8		1							
0200														
0300														
0400	5.4				1									
0500	8.1	81.5			9									
0600	0.6				1									
0700	0.8	100.0												
0800	10.9	17.5			3									
0900	4.3	90.4			5		2						1	
1000	21.6	13.7			5						1			
1100	2.5				1									
1200	2.3	100.0			3				1		1			
1300	2.6	48.4			1		2							
1400														
1500	9.3	7.7			1									
1600	0.7	100.0			1									
1700	2.1				1									
1800														
1900	6.2				4									
2000	2.1													
2100	4.8	46.9			4				1					
2200	7.2				3									
3000	0.3	100.0			2									
4900														
5300	3.1	49.5			1				2					
Total	100.3	29.6			54		5		4		2		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	61.4	66.2	71.1	71.1	71.1
a. Lecture	6.3	7.5	7.5	7.5	7.5
b. Lab	22.9	27.2	27.2	27.2	27.2
c. Other	32.2	32.2	36.4	36.4	36.4
d. ASF/100 WSCH	276.2	293.4	311.8	311.8	301.8
2. Non-Instructional	44.0	45.7	55.5	55.5	55.5
Total	105.4	112.6	126.6	126.6	126.6
SITE:					
1. Campus(es)	105.4	112.6	126.6	126.6	126.6
2. Center(s)					
Total	105.4	112.6	126.6	126.6	126.6
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State	157.2	303.5	67.2		
2. Local	341.8	516.7	132.5		
3. Other					
Total	499.0	820.2	199.7		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	1,402,409	989	475,696	335	34	.5553	1,419	19	138,882	
1975-76	1,780,544	1,177	688,808	460	39	.5819	1,513	21	121,050	
1976-77	1,981,781	1,241	792,674	496	40	.5755	1,597	21	126,151	
1977-78	2,121,015	1,305	834,255	513	39	.5708	1,625	21	135,136	
1978-79	2,265,500	1,370	873,440	528	39	.5660	1,654	21	144,715	
1979-80	2,411,092	1,434	918,191	546	38	.5615	1,681	21	153,782	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	18.9		25.0	5.8	47.9	2.0	0.3
1975-76	12.1		29.5	6.9	50.1	1.5	

DISTRICT PLANNING PROFILE

DISTRICT: SOLANO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		8,564	9,200	9,739	9,924	10,115	10,261
% Full-time							
% Day		58.1	63.0	63.0	62.9	62.7	62.5
Median Age							
Weekly Student Contact Hours	Campus(es)	99,824	99,624	99,288	101,230	103,235	104,717
	Center(s)						
	Other	2,652	2,652	2,652	2,652	2,652	2,652
	Total	96,276	96,276	101,940	103,882	105,887	107,369

PROGRAM DATA:

CIP	Fall 1973 % State-wide WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	1.1	100.0			2									
0300														
0500														
0600	4.2													
0800	14.4	71.0			9									
0900	0.5				1									
1000	1.0	100.0												
1100	8.5	5.5			2		1							
1200	5.3	98.4			8		1							
1300	7.0	7.0			5									
1400	3.0				4									
1500	2.7	100.0			2									
1600	2.9	46.4			1									
1700														
1800	10.1				1									
1900	0.1													
2000	5.8				1									
2100														
2200	4.8				2									
2300	3.6				1									
2400	4.4	100.0			4		1							
2500	12.5				3									
2600	2.9	100.0			2									
4900	1.1				3									
2200	4.4	100.0			2									
Total	100.3	34.1			53		3							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	179.1	179.1	191.2	191.2	191.2
a. Lecture	19.8	19.8	23.3	23.3	23.3
b. Lab	81.5	81.5	90.1	90.1	90.1
c. Other	77.8	77.8	77.8	77.8	77.8
d. ASF/100 WSCH	191.3	180.4	188.9	135.2	182.6
2. Non-Instructional	62.1	62.1	72.8	72.8	72.8
Total	241.2	241.2	264.0	264.0	264.0
SITE:					
1. Campus(es)	241.2	241.2	264.0	264.0	264.0
2. Center(s)					
Total	241.2	241.2	264.0	264.0	264.0
FUNDING OF NEW PLANTS	x (in $1,000's)				
1. State	164.1	879.3	67.6	2364.3	
2. Local	129.5	693.7	53.4	1865.2	
3. Other					
Total	293.6	1573.0	121.0	4229.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	5,287,774	980	3,143,902	582	59	.4702	5,398	20	86,498	
1975-76	6,080,049	1,046	3,345,658	590	55	.4873	5,813	21	95,119	
1976-77	6,822,864	1,112	3,908,800	637	57	.4704	6,136	21	99,123	
1977-78	7,351,524	1,178	4,144,165	664	56	.4755	6,241	21	106,226	
1978-79	7,901,507	1,244	4,379,219	689	55	.4795	6,352	21	113,763	
1979-80	8,455,663	1,310	4,634,500	718	55	.4819	6,455	21	120,904	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.2		59.0	1.7	31.6	2.2	0.4
1975-76	4.7		51.1	0.6	41.3	2.0	0.4

DISTRICT PLANNING PROFILE

DISTRICT: SONOMA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers	2	2	2	2	2	2
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		14,429	14,922	15,146	15,373	16,230	17,208
% Full-time							
% Day							
Median Age		39.4	38.9	38.8	38.5	38.3	38.1
Weekly Student Contact Hours	Campus(es)	138,050	142,820	144,986	149,220	157,440	167,300
	Center(s)	4,325	4,400	4,450	4,500	4,550	4,600
	Other	7,625	7,960	8,064	6,080	6,800	7,000
	Total	150,000	166,180	157,500	159,800	168,790	178,400

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	5.6	83.5			7									
0200														
0300														
0400	4.9				1									
0500	9.1	84.8			9									
0600	0.2				1									
0700	0.4	100.0			1									
0800	8.8				4									
0900	6.9	78.0			8		1							
1000	11.4				5									
1100	2.2				5									
1200	9.5	75.0			11		1							
1300	3.0	79.0			5									
1400														
1500	9.6				4									
1600														
1700	3.5				1									
1800														
1900	4.6				4									
2000	5.1				1									
3100	4.9	61.7			4									
3200	10.3				5									
3000														
4900	0.9				2									
5900	0.9	100.0			9									
Total	99.8	30.1			86		2							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	212.4	212.4	212.4	212.4	212.4
a. Lecture	31.9	31.9	31.9	31.9	31.9
b. Lab	84.5	84.5	84.5	84.5	84.5
c. Other	96.0	96.0	96.0	96.0	96.0
d. ASF/100 WSCH	144.3	142.1	138.2	131.1	123.6
2. Non-Instructional	97.7	97.7	97.7	97.7	97.7
Total	310.1	310.1	310.1	310.1	310.1
SITE:					
1. Campus(es)	310.1	310.1	310.1	310.1	310.1
2. Center(s)					
Total	310.1	310.1	310.1	310.1	310.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2189.0	2987.6	3305.6	2878.9	
2. Local	2250.1	2285.0	2503.9	2180.7	
3. Other					
Total	4439.1	5272.6	5809.5	5059.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	9,504,565	998	5,634,328	592	59	.4331	9,521	18	87,676	
1975-76	11,357,805	1,057	6,407,743	631	56	.5063	10,750	17	88,523	
1976-77	12,725,216	1,123	7,899,198	696	62	.4425	11,345	17	92,269	
1977-78	13,712,186	1,189	8,388,458	727	61	.4475	11,537	17	98,899	
1978-79	14,728,300	1,255	8,879,571	756	60	.4516	11,740	17	105,936	
1979-80	15,755,363	1,321	9,407,360	788	60	.4541	11,931	17	112,579	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.9		50.6	2.2	38.0	2.3	0.1
1975-76	11.0		44.9	1.0	40.8	1.7	0.7

DISTRICT PLANNING PROFILE

DISTRICT: SOUTH COUNTY

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		16,895	18,441	19,651	19,850	20,082	20,271
% Full-time							
% Day		43.8	41.2	40.5	39.8	39.8	39.6
Median Age							
Weekly Student Contact Hours	Campus(es)	151,286	138,173	145,526	146,928	127,291	108,319
	Center(s)						
	Other	4,550	5,650	4,650	4,700	4,750	
	Total	155,836	166,903	174,651	176,293	178,441	180,099

PROGRAM DATA:

CIP	Fall 1973 % State Gen. Prog.		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.6	100.0			2		2		1					
0200	0.2	100.0			1									
0300														
0400	4.6				3									
0500	12.6	100.0			12		2		1					
0600	0.4				2		2							
0700	1.4	94.8			1									
0800	12.5	18.2			7		1							
0900	6.7	98.1			23		2		3		1		3	
1000	7.9	8.8			6		2		1		1			
1100	1.8				4									
1200	3.0	100.0			7		7				3		2	
1300	1.5	100.0			1		2						1	
1400					1									
1500	10.5				7									
1600	0.5	84.6			1									
1700	7.3	34.0			1									
1800														
1900	4.4				3									
2000	2.9				1									
2100	7.0	100.0			5		1							
2200	10.4				5									
2300	0.1	100.0			1									
4900	3.6				3									
2700					2									
Total	99.9	38.0			99		23		6		5		6	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	297.8	297.8	297.8	350.4	407.1
a. Lecture	64.4	64.4	64.4	69.4	79.4
b. Lab	102.7	102.7	102.7	135.1	144.6
c. Other	130.7	130.7	130.7	145.9	183.1
d. ASF/100 WSCH	183.5	175.2	173.6	201.7	226.0
2. Non-Instructional	95.1	95.1	95.1	109.5	120.0
Total	392.9	392.9	392.9	459.9	527.1
SITE:					
1. Campus(es)	392.9	392.9	392.9	459.9	527.1
2. Center(s)					
Total	392.9	392.9	392.9	459.9	527.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local		3670.0	6362.1	4883.0	
3. Other					
Total		3670.0	6362.1	4883.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	9,647,384	1,059	2,799,059	307	29	.5469	9,107	23	148,381	
1975-76	11,040,532	1,172	3,180,359	333	29	.5144	9,928	24	151,083	
1976-77	12,347,247	1,178	3,856,734	368	31	.5041	10,481	24	157,422	
1977-78	13,264,168	1,244	4,007,715	376	30	.5042	10,662	24	168,677	
1978-79	14,216,771	1,310	4,136,141	381	29	.5037	10,852	24	180,639	
1979-80	15,176,566	1,376	4,311,822	391	28	.5026	11,029	24	191,959	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.0		32.4	3.9	57.3	0.5	0.9
1975-76	3.1		21.7	4.3	70.3	0.5	0.3

DISTRICT PLANNING PROFILE

DISTRICT: STATE CENTER

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Full Enrollment		17,793	18,193	18,395	18,605	18,993	19,261
% Full-time							
% Day		55.3	55.1	54.0	53.4	52.8	52.3
Median Age							
Weekly Student Contact Hours	Campus(es)	195,377	199,768	201,986	204,292	208,553	211,495
	Center(s)						
	Other	9,243	9,452	9,557	9,666	9,867	10,007
	Total	204,620	209,220	211,543	213,958	218,420	221,502

PROGRAM DATA:

CID	Fall 1973 # Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	2.0	92.9			8		1							
0200	1.2	100.0			1									
0300														
0400	5.2	4.7			2		1							
0500	15.1	91.6			15									
0600	0.3				1									
0700	0.7	100.0			1									
0800	10.4	4.4			4				1					
0900	7.6	96.7			16				1					
1000	8.0	6.1			7									
1100	1.6				5									
1200	4.3	100.0			8		2		1				1	
1300	2.0	66.4			4									
1400	0.6	30.3					1							
1500	10.1	2.3			5									
1600	0.1	100.0			1									
1700	4.3	13.9			21									
1800														
1900	4.0	3.0			6									
2000	4.3	9.0												
2100	3.3	94.8			13		1							
2200	10.9	3.1			4		1							
3000	0.9	100.0			4									
4900	0.7	70.5			3									
5300	2.3	100.0			16									
Total	99.9	40.4			126		7		3				1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	421.9	427.8	450.6	45224	452.4
a. Lecture	54.3	55.9	55.9	55.9	55.9
b. Lab	228.8	232.8	239.8	241.6	241.6
c. Other	138.8	139.1	154.9	154.9	154.9
d. ASF/100 WSCH	211.2	211.8	220.6	216.9	213.9
2. Non-Instructional	175.1	182..	219.3	219.5	219.5
Total	597.0	609.9	669.9	671.9	671.9
SITE:					
1. Campus(es)	597.0	609.9	669.9	671.9	671.9
2. Center(s)					
Total	597.0	609.9	669.9	671.9	671.9
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1172.5	611.2			
2. Local	1924.1	5103.0	149.1		
3. Other					
Total	3096.6	5714.2	149.1		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,978,978	1,048	5,653,388	457	44	.5276	12,383	17	119,517	
1975-76	15,049,061	1,126	6,390,427	491	42	.5055	13,371	19	121,754	
1976-77	16,815,640	1,192	7,512,353	532	45	.4919	14,113	19	126,888	
1977-78	18,050,155	1,258	7,915,673	551	44	.4916	14,354	19	135,986	
1978-79	19,333,688	1,324	8,303,424	568	43	.4908	14,608	19	145,647	
1979-80	20,627,128	1,390	8,744,097	589	42	.4893	14,845	19	154,788	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	9.1		44.6	0.8	44.6	0.7	0.2
1975-76	8.3		37.9	0.7	52.6	0.5	0.1

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DISTRICT PLANNING PROFILE

DISTRICT: SWEETWATER

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		10,389	10,862	11,084	11,468	11,905	12,287
% Full-time							
% Day		50.6	48.4	47.3	47.1	46.9	46.6
Median Age							
Weekly Student Contact Hours	Campus(es)	113,564	118,734	121,162	125,359	130,136	134,311
	Center(s)						
	Other	2,793	2,920	2,979	3,083	3,200	3,303
	Total	116,357	121,654	124,141	128,442	133,336	137,614

PROGRAM DATA:

OID	Fall 1979 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	0.1				1									
0200	1.6	100.0			3									
0300														
0400	4.2				2									
0500	13.8	100.0			11				1					
0600	0.2													
0700	1.8	97.0			1									
0800	15.2	24.7			5									
0900	6.8	91.7			3				2					
1000	9.8				4									
1100	4.2				3									
1200	3.3	97.3			4									
1300	1.0	100.0			1				1					
1400					1									
1500	8.3				3									
1600														
1700	5.3				1									
1800														
1900	4.4				4									
2000	3.9				1									
2100	3.4	100.0			5									
2200	10.3				7									
3000					1									
4900	0.1				1									
5200	2.6	100.0			2				4					
Total	100.3	37.2			70									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	200.7	204.2	213.7	218.6	223.5
a. Lecture	30.8	30.8	30.8	35.7	35.7
b. Lab	90.8	94.3	103.8	103.8	108.7
c. Other	70.1	79.1	79.1	79.1	79.1
d. ASF/100 WSCH	169.0	168.5	170.5	160.3	166.4
2. Non-Instructional	88.5	100.2	101.8	103.0	104.2
Total	289.2	304.4	315.5	321.6	327.7
SITE:					
1. Campus(es)	289.2	304.4	315.5	321.6	327.7
2. Center(s)					
Total	289.2	304.4	315.5	321.6	327.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1272.0	779.8	434.8	219.4	
2. Local	597.2	366.1	204.1	467.4	
3. Other					
Total	1869.2	1145.9	638.9	686.8	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	7,655,596	1,130	4,357,828	643	57	.6751	6,776	21	77,309	
1975-76	8,906,812	1,205	4,815,863	671	54	.6726	7,394	21	82,041	
1976-77	9,890,730	1,267	5,635,212	722	57	.6325	7,805	21	85,493	
1977-78	10,560,378	1,330	5,995,588	755	57	.6213	7,939	21	91,614	
1978-79	11,259,076	1,393	6,360,420	787	56	.6107	8,080	21	98,117	
1979-80	11,964,638	1,457	6,749,723	822	56	.6010	8,212	21	104,263	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.9		54.9	1.9	29.6	3.8	2.9
1975-76	8.8		49.3	3.3	33.6	3.4	1.7

DISTRICT PLANNING PROFILE

DISTRICT: VENTURA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses						
Centers		3	3	3	3	3
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		22,587	24,433	25,776	26,817	27,663	28,265
% Full-time							
% Day							
Median Age		53.1	51.3	52.0	52.4	52.5	52.6
Weekly Student Contact Hours	Campus(es)	213,489	229,182	240,858	248,412	280,320	287,136
	Center(s)						
	Other	32,709	37,138	40,100	43,893	21,207	20,953
	Total	246,198	266,320	280,958	292,305	301,527	308,089

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	3.0	82.9			15		1							
0200	0.2	82.7			4									
0300														
0400	4.2				3									
0500	13.5	92.3			19		1							
0600	0.6				4		1							
0700	1.1	67.7			2									
0800	8.8	5.4			7									
0900	5.3	95.6			17		2							
1000	10.5	15.0			16									
1100	2.2				7									
1200	1.8	95.9			5									
1300	3.3	93.9			7									
1400							1							
1500	7.8				7									
1600	0.2	98.2			2									
1700	5.1	2.0			2									
1800														
1900	5.0				7									
2000	2.9				2									
2100	8.0	71.6			14		1							
2200	11.0				10									
3000		95.4			2									
4900	4.5				3									
5300	1.2	100.0			13									
Total	100.2	34.9			168		7							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	325.6	329.8	329.8	407.8	427.6
a. Lecture	64.4	64.4	64.4	81.5	81.5
b. Lab	139.4	141.7	141.7	153.5	173.3
c. Other	121.8	123.7	123.7	172.8	172.8
d. ASF/100 WSCH	142.1	136.9	132.8	145.5	148.9
2. Non-Instructional	83.1	89.9	89.9	106.6	113.8
Total	408.7	419.7	419.7	514.4	541.4
SITE:					
1. Campus(es)	408.7	419.7	419.7	514.4	541.4
2. Center(s)					
Total	408.7	419.7	419.7	514.4	541.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	837.2	3141.7	3958.8	2591.8	
2. Local	1288.3	2920.0	3642.9	2382.8	
3. Other					
Total	2125.5	6061.7	7601.7	4974.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	16,443,963	1,045	8,713,318	554	53	.4897	15,742	20	95,148	
1975-76	20,109,002	1,146	10,082,743	610	50	.6151	17,541	19	91,640	
1976-77	22,443,883	1,212	12,455,986	673	55	.5506	18,515	20	95,501	
1977-78	24,066,583	1,278	13,221,877	702	55	.5482	18,031	20	102,349	
1978-79	25,753,925	1,344	13,989,442	730	54	.5452	19,164	20	109,622	
1979-80	27,455,901	1,410	14,818,200	761	54	.5420	19,476	20	116,495	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.5		50.7	0.4	41.9	2.1	0.3
1975-76							

DISTRICT PLANNING PROFILE

DISTRICT: VICTOR VALLEY

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		3,438	2,595	3,688	3,722	3,777	3,771
% Full-time							
% Day		40.6	39.0	38.8	38.6	38.3	38.1
Median Age							
Weekly Student Contact Hours	Campus(es)	25,944	27,198	27,979	28,065	28,527	28,576
	Center(s)						
	Other	2,935	3,000	3,000	3,200	3,200	3,100
	Total	28,879	30,198	30,979	31,265	31,727	31,676

PROGRAM DATA:

CID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	1.4	100.0												
0200														
0300														
0400	4.9													
0500	10.9	62.6												
0600	0.2													
0700	1.2	100.0												
0800	6.8													
0900	14.6	94.3												
1000	10.6	10.0												
1100	1.7													
1200	2.8	86.7												
1300	2.3	74.3												
1400														
1500	11.3													
1600														
1700	5.3													
1800														
1900	4.7													
2000	5.1													
2100	3.6	88.9												
2200	10.5													
2300	0.3													
4900														
5200	1.8	65.4												
Total	100.0	32.9												

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	85.7	85.7	85.7	124.7	124.7
a. Lecture	12.5	12.5	12.5	12.5	12.5
b. Lab	49.6	49.6	49.6	49.6	49.6
c. Other	23.6	23.6	23.6	62.6	62.6
d. ASF/100 WSCH	315.1	306.3	305.4	437.1	436.4
2. Non-Instructional	29.5	29.5	29.5	29.5	29.5
Total	115.2	115.2	115.2	154.2	154.2
SITE:					
1. Campus(es)	115.2	115.2	115.2	154.2	154.2
2. Center(s)					
Total	115.2	115.2	115.2	154.2	154.2
FUNDING OF NEW PLANT:			(in $1,000's)		
1. State			27.2	698.8	
2. Local			81.7	4758.3	
3. Other					
Total			108.9	5457.1	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Valde Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	2,809,060	1,593	546,517	291	19	.9124	1,881	26	137,048	
1975-76	3,155,771	1,538	779,012	394	42	.9367	2,054	27	123,610	
1976-77	3,443,049	1,587	940,407	434	42	.8911	2,169	27	128,762	
1977-78	3,614,316	1,638	986,069	447	40	.8552	2,207	27	137,934	
1978-79	3,795,273	1,689	1,027,913	457	38	.8230	2,247	27	147,672	
1979-80	3,977,449	1,741	1,079,454	473	38	.7952	2,284	27	156,902	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	11.3	1.2	20.7	1.3	64.4	0.9	0.1
1975-76	9.1	1.4	16.9	1.2	71.4	0.8	

DISTRICT PLANNING PROFILE

DISTRICT: WEST HILLS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		1,713	1,738	1,753	1,765	1,803	1,825
% Full-time							
% Day		35.6	26.7	25.2	24.7	24.2	23.8
Median Age							
Weekly Student Contact Hours	Campus(es)	13,196	17,554	17,703	18,827	18,210	12,433
	Center(s)						
	Other	30,260	26,981	27,215	28,937	27,989	28,332
	Total	43,456	44,535	44,918	47,764	46,199	40,765

PROGRAM DATA:

OID	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS Implemented											
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	4.7	100.0			5									
0200														
0300														
0400	5.2				1									
0500	11.5	100.0			5									
0600	0.4				1									
0700	1.2	100.0			2									
0800	16.8	10.9			3		1							
0900	8.2	100.0			7									
1000	8.6				3									
1100	0.8				3									
1200					1									
1300	0.5													
1400	1.2													
1500	14.4				2									
1600														
1700	2.2				1									
1800														
1900	3.5				3									
2000	3.4				1									
2100	4.3	100.0			1		2							
2200	13.0				2									
3000														
4900					2									
5300														
Total	99.9	31.9			43		3							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	59.0	59.0	63.8	75.8	77.0
a. Lecture	13.2	13.2	13.2	16.2	17.4
b. Lab	19.1	19.1	19.1	28.1	28.1
c. Other	26.7	26.7	31.5	31.5	31.5
d. ASF/ ING WSCH	336.1	333.3	338.9	416.3	619.3
2. Non-Instructional	21.4	21.4	21.4	21.4	24.0
Total	80.4	80.4	85.2	97.2	101.0
SITE:					
1. Campus(es)	80.4	80.4	85.2	97.2	101.0
2. Center(s)					
Total	80.4	80.4	85.2	97.2	101.0
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local		330.9	909.9	287.8	
3. Other					
Total		330.9	909.9	287.8	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	1,68[illegible],400	1,289	163,875	125	10	.3836	1,311	23	278,854	
1975-76	2,659,156	1,821	182,500	132	7	.6075	1,460	27	280,444	
1976-77	2,872,376	1,863	192,750	125	7	.5966	1,542	27	292,083	
1977-78	2,989,871	1,906	196,125	125	7	.5683	1,569	27	312,892	
1978-79	3,113,751	1,950	199,625	125	6	.5414	1,597	27	335,073	
1979-80	3,238,112	1,995	202,875	125	6	.5201	1,623	27	356,081	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.6		12.8	3.4	67.6	.5	6.9
1975-76	5.8		7.6	1.1	81.9	0.7	2.8

DISTRICT PLANNING PROFILE

DISTRICT: WEST KERN

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		950	957	957	965	967	972
% Full-time							
% Day		42.1	42.1	41.9	42.0	41.9	41.9
Median Age							
Weekly Student Contact Hours	Campus(es)	9,634	9,729	9,699	9,789	9,809	9,861
	Center(s)						
	Other	151	151	151	151	151	151
	Total	9,785	9,880	9,850	9,940	9,960	10,012

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200	3.5	87.0			1									
0300														
0400	4.9				1									
0500	10.9	53.2			6									
0600	0.9				1									
0700	0.8				1									
0800	12.6	16.3			6									
0900	7.2	89.3			8									
1000	7.7				3									
1100	1.1				3									
1200					2									
1300	6.1				1									
1400														
1500	10.0				1									
1600	0.3				1									
1700	5.6				1									
1800														
1900	6.9				2									
2000	2.1													
2100														
2200	12.6				2									
2300	0.6	100.0												
4300	6.3				3									
5200														
Total	100.1	17.9			45									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	45.2	45.2	45.2	54.9	54.9
a. Lecture	8.1	8.1	8.1	8.1	8.1
b. Lab	25.5	25.5	25.5	25.5	25.5
c. Other	11.6	11.6	11.6	21.3	21.3
ASF/ d. 100 WSCH	464.6	466.0	457.1	559.7	556.7
2. Non-Instructional	11.3	11.3	11.3	20.8	20.8
Total	56.5	56.5	56.5	75.7	75.7
SITE:					
1. Campus(es)	56.5	56.5	56.5	75.7	75.7
2. Center(s)					
Total	56.5	56.5	56.5	75.7	75.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local					
3. Other					
Total					

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	$ Adult		
1974-75	1,223,663	2,331	65,125	125	5	.3560	525	25	580,367	
1975-76	1,168,099	2,200	66,375	125	6	.3500	531	27	879,019	
1976-77	1,253,330	2,234	70,125	125	6	.3500	561	27	915,214	
1977-78	1,296,067	2,270	71,375	125	6	.3500	571	27	980,112	
1978-79	1,340,309	2,307	72,625	125	5	.3500	581	28	1,049,935	
1979-80	1,386,049	2,345	73,875	125	5	.3500	591	28	1,114,743	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	% Other
1974-75	5.8		43.2	3.2	43.1	3.5	1.1
1975-76	6.0		37.8	3.5	49.0	3.8	1.0

DISTRICT PLANNING PROFILE

DISTRICT: WEST VALLEY

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		19,585	21,253	22,706	25,282	26,233	27,149
% Full-time							
% Day		55.6	55.4	56.3	56.4	56.4	56.5
Median Age							
Weekly Student Contact Hours	Campus(es)	181,108	196,134	211,362	234,894	244,103	252,907
	Center(s)						
	Other	3,195	3,383	1,000	1,700	1,720	1,750
	Total	184,303	199,517	212,362	236,594	245,823	254,657

PROGRAM DATA:

CID	Fall 1979 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	1.1												1	
0200	1.1	46.4			1									
0300														
0400	5.9	2.9			2									
0500	16.2	81.3			11				1					
0600	0.3				1									
0700	0.9	100.0			1									
0800	0.4	4.3			3									
0900	4.0	94.9			5						1			
1000	10.0				4									
1100	3.3				5									
1200	4.3	93.7			5				1				2	
1300	3.2	33.0			4									
1400	1.0													
1500	12.0	0.2			3									
1600														
1700	4.3	1.5			1									
1800														
1900	5.7				3									
2000	1.3				1									
2100	1.9	97.6			2									
2200	14.1	15.5			3				1					
3000	0.2	100.0			2									
4900	0.9				3									
5300														
Total	100.0	28.4			58				3		1		3	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	244.1	244.1	344.5	407.0	455.2
a. Lecture	44.5	44.5	49.1	54.2	56.6
b. Lab	95.4	95.4	151.4	193.0	224.3
c. Other	104.2	104.2	144.0	159.8	174.3
d. ASF/100 WSCH	124.5	115.5	146.7	166.7	180.0
2. Non-Instructional	127.1	135.6	148.4	165.8	184.5
Total	371.2	379.7	492.9	572.8	639.7
SITE:					
1. Campus(es)	371.2	379.7	492.9	572.8	639.7
2. Center(s)					
Total	371.2	379.7	492.9	572.8	639.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	7565.1	9392.9	6322.3	482.5	
2. Local	7448.3	9641.1	6322.3	482.5	
3. Other					
Total	15013.4	19034.0	12644.6	965.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,460,208	1,136	5,530,635	504	44	.6722	10,971	19	106,230	
1975-76	15,207,371	1,203	6,633,318	576	44	.7014	12,639	21	96,821	
1976-77	16,888,505	1,266	8,490,237	636	50	.6172	13,341	21	100,899	
1977-78	18,032,387	1,329	9,000,541	663	50	.6082	13,569	21	108,132	
1978-79	19,227,111	1,392	9,509,959	689	49	.5993	13,810	21	115,807	
1979-80	20,431,118	1,456	10,063,990	717	49	.5912	14,034	21	123,076	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3	0.1	39.5	0.4	52.1	1.0	2.6
1975-76	2.4	0.1	40.5	0.2	55.0	0.7	0.7

DISTRICT PLANNING PROFILE

DISTRICT: YOSEMITE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		20,217	21,267	21,114	21,234	22,396	22,956
% Full-time							
% Day		39.9	39.1	38.8	38.8	38.6	38.5
Median Age							
Weekly Student Contact Hours	Campus(es)	167,459	176,155	174,553	175,882	185,504	190,146
	Center(s)						
	Other	46,841	49,275	49,255	49,198	51,891	53,188
	Total	214,300	225,430	223,808	225,080	237,395	243,334

PROGRAM DATA:

CIP	Fall 1973 % Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	All	V.A	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100	9.8	92.9			25									
0200	0.1	100.0			2									
0300														
0400	3.2				4									
0500	8.7	100.0			19		1							
0600	1.0	52.3			3									
0700	0.6	100.0			1									
0800	7.3	5.1			7		2							
0900	5.0	98.2			14		1							
1000	8.8	5.0			15									
1100	1.9				7									
1200	3.7	100.0			6									
1300	4.3	100.0			9									
1400														
1500	10.0				7									
1600														
1700	3.3				2									
1900														
2000	3.0				6									
2100	2.9				2									
2200	15.2	100.0			12									
2300	8.0				7									
3000	0.2				1									
4300	7.5	54.6												
5300	1.3	100.0			13									
Total	99.8	48.1			168		4							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	315.3	315.3	345.9	356.7	361.2
a. Lecture	45.5	45.5	46.7	47.2	47.2
b. Lab	153.8	153.8	153.8	162.1	166.6
c. Other	116.0	116.0	145.4	147.4	147.4
d. ASF/100 WSCH	179.0	180.6	196.7	192.3	190.0
2. Non-instructional	158.1	158.1	157.7	176.3	177.9
Total	473.4	473.4	503.6	533.0	539.1
SITE:					
1. Campus(es)	473.4	473.4	503.6	533.0	539.1
2. Center(s)					
Total	473.4	473.4	503.6	533.0	539.1
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	566.5	1517.8	723.6	399.2	
2. Local	1720.3	990.2	2405.7	399.4	
3. Other					
Total	2286.8	2508.0	3129.3	798.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	13,655,586	1,214	7,079,772	629	52	.7100	11,251	16	82,091	
1975-76	15,620,339	1,283	7,939,349	669	51	.7062	12,182	16	84,157	
1976-77	17,248,308	1,342	9,307,367	724	54	.6561	12,857	16	87,713	
1977-78	18,317,066	1,401	9,892,032	757	54	.6356	13,074	16	94,020	
1978-79	19,438,341	1,561	10,481,130	788	54	.6171	13,304	16	100,710	
1979-80	20,572,843	1,522	11,109,794	822	54	.6011	13,520	16	107,029	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.9		51.0	2.5	38.4	1.0	0.2
1975-76	11.4		42.4	2.2	43.6	0.4	

DISTRICT PLANNING PROFILE

DISTRICT: YUBA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		7,260	7,5	7,670	7,481	7,546	7,576
% Full-time							
$ Day		42.5	38.3	37.7	37.4	37.0	36.5
Median Age							
Weekly Student Contact Hours	Campus(es)	67,336	72,514	71,139	62,137	67,336	72,520
	Center(s)						
	Other	3,620	10,357	10,163	3,896	3,620	10,351
	Total	76,956	82,871	81,302	72,033	76,956	82,871

PROGRAM DATA:

CIP	Fall 1973 # Distr. of WSCH		NUMBER OF PROGRAMS											
			1974-75		Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	VEA	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
0100	1.7	100.0			10									
0200														
0300														
0400	5.0	20.4			1									
0500	14.2	88.1			11									
0600	0.2	25.5			1		1							
0700	1.2	100.0			2									
0800	7.1	12.9			4									
0900	7.6	97.8			19									
1000	8.3	9.0			5		1							
1100	2.2				4									
1200	4.1	98.			5		2							
1300	2.7	76.1			4									
1400														
1500	9.6	6.6			7									
1600	0.1				1									
1700	3.8				2									
1800														
1900	7.2				5									
2000	5.0	3.8			1									
2100	5.0	100.0			6									
2200	8.7				9									
3000	5.3	100.0			2									
4900	0.8	100.0			2									
5900	0.2	100.0			7									
Total	100.0	43.9			108		4							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	141.8	156.7	156.8	156.9	159.3
a. Lecture	25.0	25.0	24.1	22.3	22.3
b. Lab	64.9	64.9	65.9	67.3	67.8
c. Other	51.9	66.8	66.8	66.8	69.2
d. 100 WSCH/ ABF/	195.5	220.3	252.3	233.0	219.7
2. Non-instructional	51.6	58.5	58.5	58.5	58.5
Total	193.4	215.2	215.3	215.4	217.8
SITE:					
1. Campus(es)	193.4	215.2	215.3	215.4	217.8
2. Center(s)					
Total	193.4	215.2	215.3	215.4	217.8
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State		698.3	520.6	1205.2	
2. Local		425.4	356.6	207.0	
3. Other					
Total		1123.7	877.2	1412.2	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	$		Total	% Adult		
1974-75	4,648,666	1,068	2,518,107	578	54	.5295	4,353	18	90,328	
1975-76	5,274,954	1,138	2,811,694	615	53	.5313	4,635	18	93,553	
1976-77	5,890,310	1,204	3,263,672	667	55	.5122	4,892	18	97,502	
1977-78	6,318,598	1,270	3,462,336	696	55	.5108	4,975	18	104,505	
1978-79	6,764,522	1,336	3,661,085	723	54	.5088	5,063	18	111,930	
1979-80	7,215,052	1,402	3,876,560	753	54	.5065	5,146	18	118,935	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.6		44.9	3.6	43.6	1.3	
1975-76	6.9		40.0	4.3	47.3	1.6	

CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

0100 AGRICULTURE AND NATURAL RESOURCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the production and management of food, natural fiber, plant, forest and wildlife resources.

0200 ARCHITECTURE AND ENVIRONMENTAL DESIGN

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with training for a career in designing buildings, communities, parks and other man-made aspects of the physio-social environment.

0300 REGIONAL STUDIES

Includes those subject field designations associated with programs designed to provide an in-depth study of a culture indigenous to a specific geographic region.

0400 BIOLOGICAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the science of life or living matter in all its forms and phenomena, especially with regard to the origin, growth, reproduction and structure of life forms.

0500 BUSINESS AND MANAGEMENT

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to the organization, operation, administration and control of private and public organizations.

0600 COMMUNICATIONS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.

0700 COMPUTER AND INFORMATION SCIENCE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, course work, etc., having to do with the design, development, andapplication of computer capabilities to data storage and manipulation computational procedures.

0800 EDUCATION

Include those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organization.

0900 ENGINEERING AND RELATED FIELDS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

1000 FINE AND APPLIED ARTS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of styiized, visual and non-visual representations and symbols.

1100 FOREIGN LANGUAGE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to mastery of a language, other than English, or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

1200 HEALTH SERVICES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the maintenance and restoration of physical and mental well-being.

1300 HOME ECONOMICS

Home Economics is a discipline which draws upon the physical, biological, behavioral, social sciences and the arts, integrating the contributions from the sciences, art, and philosophy into one functional whole for service to families.

1400 LAW

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with instruction in the legal customs, practices, and rules of society and states.

1500 LETTERS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with English language and literature and value systems related to ancient and modern cultures.

1600 LIBRARY SCIENCE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to those resources.

1700 MATHEMATICS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., with the science of numbers and space configurations and their operations, measurements, relationships and abstractions.

1800 MILITARY STUDIES

Includes those subject field designations associated with techniques and skills unique to the pursuit of a professional career as a military officer.

1900 PHYSICAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the basic nature of matter and energy and associated phenomena.

2000 PSYCHOLOGY

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the nature, functions and capabilities of the mind.

2100 PUBLIC AFFAIRS AND SERVICES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to developing and improving incompetencies in the management and operation of government agencies.

2200 SOCIAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with all aspects fo the past and present activities, conduct, interactions, and organizations of humans.

3000 COMMERCIAL SERVICES

Includes those subject field designations associated with the development of skills required for the field of commerce.

4900 INTERDISCIPLINARY STUDIES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., involving more than one major discipline without primary concentration in any one area.

5300 APPRENTICESHIP

Includes those subject field designations associated with development of skills required for trade, construction, and mechanical occupations.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 22 1976

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